GIVE

Guidelines for Inclusive Vocational Excellence – Work and Transition to work

Co-funded by the Erasmus+ Programme of the European Union

www.thegiveproject.eu

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Introduction

This is a very short introduction to the third (out of 3) volume of the Guidelines for Inclusive Vocational Excellence, focused on training and teaching activities. The three volumes aim at gathering among the most significant and effective practices (relevant practices, according to GIVE project WP2) that GIVE consortium have developed and implemented in order to foster inclusive vocational excellence.

The volumes consist of:

1. **Guidelines on Inclusive Training**: the focus here is on practices related to inclusive didactics and, of course, training;
2. **Guidelines on Inclusive Tutoring and educational support**: a specific volume is dedicated to tutoring, mentoring, and pastoral care, in order to effectively support learners with or without any disadvantage;
3. **Guidelines on Inclusive Work and transition to work**: this last volume collects all the practices related to transition to work or inclusive management, with a strong focus on young people with disabilities and young migrants.

Inclusive Work and transition to work is a volume that put together a set of practices aimed at facilitating the transition from education to the world of work. The goal of these practices is to create a structured model for planning, monitoring and evaluating courses, internships and apprenticeships in order to identify challenges, opportunities and new approaches to improve the skills of teachers, tutors and help the student's own position in the world of work. The beneficiaries of these practices are therefore migrants, dropouts, people with disabilities and young adults who have various difficulties in the transition to work.

For all the three sets of guidelines, the team did follow a specific methodology shared and approved by the internal Research Unit and Technical Unit. Here are the main points.

Identification & Mapping

- The starting point of this process consists of the scientific analysis of the literature on Inclusive Vocational Education and Training (the "Reference Framework for Anticipatory, Entrepreneurial and Agile Governance - RFAEAG" and the "Reference Framework on Vocational Excellence through for Innovative and Inclusive Pedagogies - RFIIP" both developed by the WP2[1] team). It inspired, by the proposed models, the preliminary collection of abstracts of "*relevant practices,* defined as any functional initiatives that produce visible effects and results that are powerful enough to exhibit potential relevance beyond the specific context of their initiation [referring] both to processes and educational products, to results and resources that can be efficiently transferred, after being vetted against certain specific criteria" (RFIIP, p.22).

[1] https://www.thegiveproject.eu/publications/pedagogical-and-management-approaches-modelization/ [last access: 19.9.2022]

- Abstracts were then analyzed by the team leaders and discussed in meetings in order to check both their quality and consistency, against a set of criteria jointly agreed and confirmed by the previous scientific analysis.
- The practices, although in the form of abstracts, gave the team the possibility to identify a "map" of the areas of a VET ecosystem which these practices corresponded to. The main categories are:
    - Governance: Effective governance occurs when societal actors/stakeholders cooperate in order to solve collective problems (Driessen et al., 2012; Gonzalez and Healey, 2005; Kooiman, 1999; Mayntz,1998). Governance, as opposed to government, involves the collaborative engagement of the public in addressing common problems (see multilevel, multilateralism, multi-stakeholders, citizens included).
    - Human Resource Management: People are a very important variable for inclusive excellence. Human Resource management is the way through which people are selected, enrolled, trained, evaluated, compensated, helped with exit.
    - Research and Development: It is important to devise and implement successful or promising innovative programmes that can offer better quality education or educational resources to populations.
    - Teaching: From a general perspective, innovative pedagogies are focused on creating a stimulating and conducive learning environment where good, relevant, and robust learning can occur. Some opinions emphasize the creative and generative potential of teaching practices and environments, others are focused on the use of creative methods and techniques or, in some cases, on technology - enhanced learning (RFIIP, p. 6). Teaching practices were split into 3 main areas:
        - Inclusive methodologies;
        - Integral human development;
        - Professional skills development.
    - Mobility: International or national mobility is a very effective tool to include subjects with different abilities. These subjects get the possibility to enrich their life and work experience by visiting unknown and very stimulating contexts. Of course, mobility is difficult and good practices are needed to manage the entire process and to ensure learning.
    - Work and Transition to work: The International Labour Organization defines a successful transition to work as when a person is settled in stable employment defined as a job with an employment contract, written or verbal, lasting for 12 or more months (ILO, 2013 and 2015) or for those who do not have long-term wage employment, a job with a self-perception of continuity. This area has been scomposed into 3 sub-areas:
        - Skills development & consolidation;
        - Placement and Matching;
        - Coaching on the Job.

- Mapping has been done primarily through interviews of multiple people on the same practice, maximizing the inter-rater reliability. This mapping exercise helped the team to organize the practices, to check if all the relevant areas of a VET ecosystem were covered by this collection and, eventually, to offer a potential tag and to propose clear learning paths to users who wanted a more structured reading.

Implementation

- Practices should be homogeneous, for comparison and for being ready to make concrete steps towards dissemination. The team prepared, discussed and approved a template to transform preliminary abstracts into what has been called a "descriptive practice" handout.

- The template includes a description of the elements needed to structure the practice, an explanation for every element and an example of a specific practice was also created and shared by the Cometa team. Each practice then was described in the following terms:
  1. Practice Name in National language and English.
  2. Position in the Practice Mapping, as previously mentioned.
  3. Author(s) (Organization) of the practice.
  4. *Practice journey*: This section is composed of two parts:
     4.1. Synthetic description of the practice, to give the audience a direct and easy-to-understand message of the practice purpose. This part should mention: the responsible person/entity that provides the service; those who are addressed by the subject and the activity, with a specific mention of categories with disadvantage and which disadvantage; the activities performed to reach the goal; main goals pursued through the practice
     4.2. In-depth description of the main elements: a set of information to better explain the elements of the initial short sentence (subjects; end users; functions; goals; outputs). This part is aimed at setting the scenes for a better understanding of the phases and the activities described later on.
  5. Phases and activities. Phases are parts of the practice with a defined input and output. Phases are useful because they lower the difficulty to teach and make the clarity higher. After an exhaustive list of all practice's phases, a description of all phases and the single activities each phase is composed of have been requested. Description should include what the phase does and the goals of the specific phase; specific results of the phase; length of the phase and specific moment during the year when it is implemented. Every activity then includes a basic description of what the activity does, including specific tools and specific methods, if relevant or fundamental to achieve the activity goals.
  6. Resources Method: in this section the template includes a description of the main involved players (main and secondary operators, users, indirect beneficiary if any), specific tools needed to perform the practice and the spaces/places used in the practice.
  7. References Method: when available and if relevant, it was suggested to include one or two theoretical references or documents (in English) where it is possible to find more information on the practice or on the scientific background.

- This template allowed the team to collect 49 GIVE relevant practices in a homogeneous format, ready to be collected, assembled, put at test, making reviews of the practices very easy.
  These "descriptive practices" are now split into these three volumes, and they represent a very knowledgeable source of materials to be applied in contexts willing to push inclusion as an essential value. A person (an instructor, a tutor, a manager, a clerk) can get insights and examples of inclusion in different and diverse contexts. In order to facilitate reading, here a very essential description on what a descriptive practice includes learning goals,

target groups, resources needed to put in place the practice, scalability, and a reasonably long description of the usage of the practice itself.

Peer-review & fine-tuning

- After the collection of practices was finalized, a peer review process was implemented; the review was conducted on every partner's practice by two reviewers of two other different partners, in order to minimize the self-evaluation bias.
- Feedback was centrally collected, analyzed and shared with the partners to help them to fine tune their descriptive practices.
- To further improve the quality of this codified knowledge, the team decided to test at least two practices for every partner in focus groups composed of different stakeholders to understand their replicability (scalability) and interest towards the topic treated.

Further developments

- Last, together with all the project partners, a decision was taken to select a subset of descriptive practices to be transformed into what the project calls "Teachable practices".
- A teachable practice is a slides deck based on the corresponding descriptive practice. The difference is that descriptive practices are aimed at telling the broad contents of a practice to check whether it could be compatible with one's institution. Teachable practices are much more detailed, and they contain formal definitions and concepts to replicate the practice. These practices will be available on-line and they are not part of the volumes, given the size of the slide decks combined.

1

Practice name:

Customer Consulting

Position in the practice mapping

Human Resources

Organization

Gi Group

Customer Consulting

1. Practice journey

1.1 The practice in short

In Gi Group from the first contact with the companies that will become our clients we are told as much as possible by our interlocutors to know the working context and interpret their needs. We establish a relationship of trust with customers which leads us to a continuous exchange of information useful to identify the people most suitable for their needs and their context. A careful evaluation of the customer company, as well as the in-depth knowledge of the candidates are essential so that the resulting working relationships are profitable and valuable for both parties.

1.2 In-depth description of the main elements

1.2.1 Subject

Consultants who interact both with candidates and workers and with customer companies

1.2.2 End users

Customer companies that ask Gi Group for support in the search for new professionals.

1.2.3 Functions

Various moments of discussion in person or remotely between in consultant and customers.

1.2.4 Goals

Ensure that companies are able to identify and include in their workforce people suitable for their context, in terms of personal characteristics, hard and soft skills. Support them during the phase of induction and permanence of the worker in the company.

1.2.5 Output

Gi Group uses an internal management system that records all the actions taken with clients; this allows us to make the most of the knowledge of the clients (often the result of years of collaboration) to meet every new need that he might have.

2. Phases and activities

List of phases of the practice "Customer consulting"

- Phase 1: Collection, reporting and analysis of needs
- Phase 2: Presentation of the short list
- Phase 3: Redefinition of the professional profile to look for
- Phase 4: Organization and management of interviews with candidates

- Phase 5: Collection of customer feedback on the candidates met
- Phase 6: Consulting to the client in the final choice of the candidate
- Phase 7: Contract offer
- Phase 8: Client support during the induction phase of the new employee
- Phase 9: Collection of client feedback
- Phase 10: Consulting to the client for the management of contracts over time

2.1 Description of phases and activities

Phase 1: collection, reporting and analysis of customer

The aim is to deepen in detail what are the real needs of the customer and what k ind of support we can offer.

Activity 1A: Needs collection

The customer can inform us of his needs by contacting directly a consultant already knows and with whom he has already collaborated or by reporting from other colleagues of Gi Group with whom he comes into contact for various reasons.

Activity 1B: Needs analysis

The designated consultant will talk with the customer, to collect and deepen information about: Company (industry, size, location, history, work environment).

Origin of the need (temporary or permanent replacement of a person who has left company. Replacement of a person who has taken on another role in the company, strengthening of the workforce, creation of a new role...).

Urgency of the need.

Qualification required by the role, reasoning with the customer to open the possibility of orienting also on other qualifications (both in terms of level and field of study).

Hard skills required by the role, reasoning with the customer to understand which are absolutely necessary and which can be acquired at a later time, possibly through courses organized by Gi Group. Soft skills required by the role, being told by the customer what are the reasons why he requires certain soft skills and reasoning with him on any other soft skills that could have the same function and lead to the same results.

Proposed contractual and economic treatment, reasoning with the customer to understand what kind of flexibility there is and to break down any stakes, on the b asis of the knowledge of the market of candidates. Future prospects for the person to be recruited, in contractual and professional terms.

Activity 1C: Feedback to the customer

The consultant, on the basis of the information gathered through the needs analysis and his experience and knowledge, provides immediate feedback to the customer on what the market can offer with respect to its needs and on which characteristics are easily available and which are not.

Activity 1D: Proposal for alternative solutions

The consultant, according to the previous point, presents to the customer any alternative solutions and defines the methods and timing of the service.

The duration of the customer-consultant comparison for the needs analysis is not defined: the more time the customer is available to dedicate to us, the easier it will be to understand his need and direct the selection in the best way.
The Gi Group consultant, with the customer's permission, keeps track of the information collected, entering it in the management system for internal use.

Phase2: Short list presentation
The aim is to propose to the customer the candidates that are closest to his need among thoset hat the market offers, deepening any deviations from the initial idea and arriving at a meeting with all the candidates proposed.

Activity 2A - Documentation for the presentation of candidates
The consultant prepares a presentation form to be sent to the customer together with the candidate's CV.

Activity 2B - Dialogue with the customer
At the same time as sending the documentation or immediately after, the consultant contacts the customer to analyze with him the material presented, with in-depth analysis, for each candidate, of the strengths and weaknesses with respect to the need, explaining the reasons why it was decided to propose the application anyway and proposing solutions to fill the gaps (specific training, redistribution of some activities on other colleagues, etc).

Phase 3: Redefinition of the professional profile to look for
The aim is to better orient the search for new profiles, in front of the impossibility of taking the candidates of the first short list to the next step of selection.

Activity 3A : Redefinition of the professional profile
Possible redefinition of the profile to be looked for and/or of the contract proposal, based on the market situation of the candidates, the urgency of the recruitment, etc.

Phase 4: Organization and management of interviews between customer and candidates
The meeting between candidates and customers, finding the best solutionsfor both.

Activity 4A :Timing and modalities of interviews
The consultant advises the customer on the timing and modalities for the interviews, in order to define:

- How many interviews the candidate will have to attend with the company
- Who are the persons whom the candidate will meet during the interviews (company's owner, HR, function managers, labour consultant)
- Location of the meeting/meetings
- Duration of the interview/interviews
- Type of interview: individual interview, group interview, foreign language interview, skill tests, aptitude test

Activity 4B: Alternative solutions to facilitate interviews
The consultant, in the case of logistical, technical and linguistic problems, offers the customer alternative solutions that allow customers and candidates to meet each other

Offering the customer, the opportunity to meet the candidates at the Gi Group offices
Offering to participate in interviews
Providing language and translation support in case of communication difficulties.

Phase 5: Collection of customer feedback on the candidate's met
The aim is to collect the positive and/or negative impressions of the customer on the candidates met during the selection process (during one or more customer-candidate interviews).

<u>Activity 5A: Listening</u>
The consultant asks the customer to tell him how the interviews with each candidate have developed: how the candidate presented himself (in terms of punctuality, attitude, language), what skills emerged most, which the candidate has not been able to transmit. The customer exposes to the consultant any doubts or critical issues.

<u>Activity 5B: Analysis</u>
The consultant analyzes with the customer every single doubt or criticality, identifying the nature and evaluating the weight and impact on the role and related tasks.

Phase 6: Consulting to the customer in the final choice of the candidate
The aim is to help the customer evaluate each individual candidate in its completeness, to identify the person who is closest to the business needs.

<u>Activity 6A: Comparison initial need-met candidates</u>
The consultant compares the initial needs of the customer and the characteristics of the candidates presented: strengths, weaknesses, contractual and economic expectation, growth potential, interest and motivation for the proposed opportunity.

<u>Activity 6B: Proposal of solutions</u>
In case of doubts and criticalities found during the feedback collection, the consultant proposes to the customer any solutions that may lead to the choice of hiring one of the candidates met (specific training, redistribution of some activities on other colleagues, improvement of the contractual and economic offer...)

Phase 7: Contract offer
The aim, once the customer has chosen the candidate to be hired, is to formulate an economic offer that is as close as possible to the expectations of customer and candidate, to prevent the customer from losing a valid candidate and the candidate from losing a good job opportunity.

<u>Activity 7A: The consultant receives from the customer the offer for the candidate</u>
The consultant is informed by the customer about which contractual offer he's planning on making to the candidate (salary, CCNL, level, benefits, contract duration, any expected salary increases).

<u>Activity 7B: Feedback to the customer</u>

The consultant expresses to the customer any doubts and critical issues related to the offer and proposes changes that, without departing too much from the initial idea of the customer, can lead to an agreement that satisfies both parties.

Activity 7C: Mediation between customer and candidate
The consultant, after informing the candidate of the offer, notifies the customer his decision to accept it or not and, if necessary, seeks and proposes changes that satisfy both. It may happen that the customer notifies the contract proposal directly to the candidate and that the consultant intervenes later to mediate, if necessary.

Phase 8: Customer support during the induction phase of the new employee
The first days of work are delicate and important for both the candidate and the customer: the candidate will get a first idea of the environment, colleagues, managers, working conditions (workstation, tools, work rhythm, climate), company values. It's important that the company is ready to welcome it in the best way, both in terms of attitude and tools and workplace. It's better to be ready for the arrival of the new member, without improvising at the last moment.

Activity 8A: First day at work
The consultant receives from the client all the useful information for the first day of work, to be communicated to the new employee: where to present himself, at what time, of whom to ask.

Activity 8B :Induction
The consultant, if necessary, can give advice to the client on:
- workstation and tools,
- shadowing (duration and with whom),
- possible training on the job,
- dedicated moments to introduce the new arrival to the company and its values,
- any instructions to prepare colleagues and managers for the arrival of the new recruit.

Phase 9: Monitoring and collection of client feedback
The aim is to deal with any difficulties as soon as they arise, avoiding intervening too late.

Activity 9A: Feedback collection
In the period following the entry into the company of the new employee and for the duration of the employment relationship the Gi Group consultant speaks periodically with the client, to collect feedback at the following intervals:
- At the end of the first working day;
- First week;
- First month;
- Before the end of the trial period;
- Every time the client, speaking to other colleagues for administrative or commercial reasons, expresses some criticality related to the worker.

Activity 9B: Analysis of critical issues

In the case of feedback in part or totally negative, the consultant asks the client to tell him the difficulty/criticality:

- inadequate - hard skills,
- inadequate - soft skills,
- attitude towards colleagues/managers,
- punctuality,
- respect for the rules,
- respect of workstation and working tools,
- inability to support working rhythms/schedule.

<u>Activity 9C: Mediation with the worker</u>
If necessary, the consultant will speak with the worker about the problems encountered by the client and try to help both parties to find a solution.

Phase 10: Consulting to the client for the management of contracts over time
The aim is to prevent the candidate from considering new job opportunities and the client from losing a valid resource.

<u>Activity 10A: Consulting on contractual conditions</u>
It can happen that the worker, while feeling well in the work environment and being satisfied with his role and duties, still considers other opportunities that offer him greater contractual security.
The consultant, who periodically collects feedback from both parties, suggests to the client any changes or improvements to be made to the contract.

<u>Activity 10B: Consulting on the career path</u>
It can also happen that the worker, while satisfied with the contractual conditions, feels the desire to grow professionally. In this case, the consultant may suggest to the client any changes of role, duties and responsibilities.

3. Resources

Players:

- Consultant: The consultant who takes care of the selection that leads to the hiring of the worker by the company and who keeps in contact with the worker and client even during the employment relationship, to identify and help manage any critical issues.
- Administrative specialist: In Gi Group there are people dedicated to the administrative management of workers with staffing contract and interns. It is often the case that employees, when making contacts on administrative matters, also refer other matters to them. In this case, the administrative specialists listen to the workers, collect any needs or criticalities and report them to the consultants.
- Sales: Business Consultants are the people in the Gi Group companies who, take care of clients from a commercial point of view. It can happen that clients also refer to business consultants about worker issues. In this case, the sales people collect any critical issues or requests and report them to the consultants.

Tools:

- Candidates' CVs
- Evaluation card
- Internal management system
- Mail
- Phone
- Video calling platforms

Spaces:

The spaces used for the various moments of comparison are the offices of customers or Gi Group,or outdoor spaces. Often virtual spaces are also used, via video calls or phone calls.

2

Practice name:

Candidate Consulting and Workforce Management

Position in the practice mapping

Human Resources

Organization

Gi Group

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Candidate Consulting and Workforce Management

1. Practice journey

1.1. Synthetic description of the practice

The consultants meet the candidates to know them and guide them in the search for a job opportunity consistent with their professional and personal characteristics support them during the entry phase and during their stay in the client company, to identify, prevent and resolve any problems and to give advice to make the working relationship profitable and valuable for workers and companies.

1.2 In-depth description of the main elements

1.2.1. Subjects

Consultants who interact both with candidates and workers and with client companies. In Gi Group there are various professional figures dealing with candidates and workers: Search & Selection Specialist, Professional Consultant, Administrative Specialist (dealing with the administrative paperwork relating to internships and staffing contracts).

1.2.2 End users

Candidates seeking support from Gi Group for finding a job opportunity (for the first time after finishing school or looking for new opportunities); interns and workers with staffing contracts (hired by Gi Group and work at Gi Group client companies)..

1.2.3 Functions

For applicants, selection and orientation interviews. For candidates who have been chosen and who will start working in the company (customer of Gi Group), meetings, phone calls, written instructions. For workers (in internship, staffing contract or hired directly by the customer of Gi Group), various moments of exchange (in person or remotely).

1.2.4 Goals

The aim is to ensure that candidates seeking a job opportunity come into contact with realities most suitable to them, by context, working climate, skills. Follow them during the integration and stay in the company, giving support in the management of difficulties and helping them to make the most of their skills.

1.2.5 Output

Gi Group uses, for the management of candidates, a management system where all the actions taken are recorded.

2. Phases and activities

List of phases of the practice "Candidate consulting and workforce management":

- Phase 1: Candidate-Gi Group interview
- Phase 2: Preparation of the candidate for the interview with the client company and support throughout the selection process
- Phase 3: Support to the candidate when deciding whether to accept /choose a job offer
- Phase 4: Administrative management in case of placement with staffing contract or internship
- Phase 5: Preparing the candidate for the first day of work at the client company
- Phase 6: Support and monitoring of the worker during the stay in the client company

2.1 Description of practice

Phase 1: Candidate-Gi Group consultant interview
The aim is to get a thorough knowledge of the candidate, to offer him professional opportunities and put him in contact with business realities suitable for him (consistent with his personal and professional characteristics).

Activity 1A - Knowledge of the candidate
The consultant asks the candidate several questions about:

- Personal presentation
- Education and training
- Work history (if any) or voluntary experience or other
- Hard skills
- Soft skills
- Weaknesses (technical gaps, if any, in order to organise tailored training; character-related aspects to work on)
- Strengths (to be analysed in relation to the roles for which the candidate proposes himself in general or to a specific job opportunity)
- Motivation in the search for a new (or first) professional opportunity
- Expectations

Activity 1B – Feedback from the consultant to the candidate
The consultant shall, on the basis of the information provided by the candidate, discuss with him what career opportunities and roles/tasks are best suited to him; explain to him any opportunities and tasks that the candidate may not know and have not considered up to that point. He explains why he considers that the candidate is not suitable for certain roles and duties. In addition, if necessary, the consultant provides the candidate with immediate feedback on his interview management: lack of punctuality, language, posture, clothing, personal care.

Activity 1C – CV review

The consultant suggests to the candidate any changes to the CV, in terms of content (information to be added or removed, data processing permission), clarity and layout.

Activity 1D – Presentation of job opportunities
The consultant provides the candidate with a detailed presentation of the proposed working environment and opportunity:

- Company name (if agreed with the customer)
- Company industry and size
- Address of work
- History of the company
- Working environment
- Proposed role
- Reason for the requirement by the company
- Proposed contract (staffing contract, direct hiring by the company, internship) and economic conditions
- Future prospects within the company (in contractual and professional terms)

Activity 1E – Candidate's feedback collection
The consultant collects the candidate's feedback on the opportunity/opportunities presented:

- Listen to any in-depth questions/requests for details, which he can answer immediately or later, after talking to the customer
- Listen to any doubts from the candidate;

Activity 1F – Test administration
The consultant may administer to the candidate some technical or psychoaptitude tests, at the request of the client or at his own choice. During the call for the interview, the candidate is notified about that

- The interview can last from 20 to 60 minutes, plus the administration of any tests.
- The Gi Group consultant, with the candidate's permission, keeps track of the information collected during the interview, inserting it into the management system for internal use.

Phase 2: Preparation of the candidate for the interview with the client company and support throughout the selection process
The aim is to help the candidate during the selection process, giving him advice on how to overcome any obstacles or avoid them.

Activity 2A - Communication to the candidate of the interview with the client company and related details
The consultant informs the candidate of the client's willingness to meet him and provides him with all the details for the meeting: exact address, person to ask for etc. It ensures that the candidate has a clear idea of the context and the opportunity, also inviting him to access the website of the client company, to be prepared during the interview.

Activity 2B – Interview simulation
The consultant can, in some cases, simulate the interview that the candidate will have with the company, thanks to a deep knowledge of some clients.

Activity 2C - Preparation for the interview in the client company

The candidate is prepared by the consultant on the following topics (also based on what the consultant observed during the interview between him and the candidate):

- Punctuality; leave in advance to be sure to respect the agreed time; notify immediately (preferably via Gi Group) in case of any delay due to traffic, public transport strike etc
- Language (speak to your interlocutor in a respectful way, do not use vulgar language, answer questions without wandering too far but without being too concise, etc)
- Posture and behavior: handshake; do not chew gum, no sunglasses on the head, keep the cell phone off during the interview; do not look at the watch during the interview; sit in a dignified way.
- What to say and what not to say, what to ask and what not to ask according to the selection step (first interview or subsequent interviews)
- Clothing, make-up, accessories, depending on context

Activity 2D – Consultant-candidate exchange post interview with the client

After the interview, the consultant speaks with the candidate to collect his impressions, any doubts and criticalities, which, if necessary, will report to the client.

There is no minimum or maximum time for this candidate support activity. Depending on the specific characteristics and needs of the candidate, a single phone call may be sufficient or several moments of exchange may be necessary (in person, telephone, email, etc).

Phase 3: Support to the candidate when deciding whether to accept/choose a job offer

The aim is to help the candidate make a decision consistent with his current and future needs. He may be unemployed or already in employment; he may have to choose between several offers or leave an existing employment relationship to start another one.

Activity 3A - Communication of the contractual proposal

As soon as he receives the proposal from the client company, the Gi Group consultant formalizes it to the candidate.

Activity 3B – Analysis of the contractual proposal

In case of uncertainty of the candidate, the consultant helps him to accurately evaluate:

- Working environment: pros and cons
- Proposed role: pros and cons
- Contractual and economic proposal: consideration of the candidate's personal situation and professional history
- Future prospects for economic and professional growth

In the case of direct hiring by the company (not by staffing contract), it is often the client company itself that formulates the contractual offer to the candidate.

Activity 3C – Mediation on the proposal

The Gi Group consultant may report to the client company any requests for changes to the contractual proposal shared with the candidate.

Phase 4: Administrative management in case of placement with staffing contract or internship

The aim is to guarantee the worker a regular employment contract, according to current legislation, offering all the necessary administrative support with transparency, precision, punctuality.

Activity 4A - Administrative management of the worker
In case of contract of staffing contract, Gi Group is the employer and takes care of all administrative formalities:
- Collection of the necessary documentation, with indications on how to recover it
- Support to the candidate for filling in the forms required for hiring
- If necessary, management of the safety course and medical examination
- Reading and explanation of the internship or hiring contract.
- Explanation of the rights and duties of the worker/intern
- Practical information for the communication and management of possible absences (when and to whom to communicate, how to communicate, supporting documents to be submitted)
- Clear indication of the persons who will be the reference person, at Gi Group and at the customer company
- Support to the worker in reading the pay slip

Activity 4B – Internship management
In case of internship, Gi Group can take care of all the administrative obligations related to the activation of the same

Activity 4C – Support for the collection of documentation necessary for hiring
In case of direct hiring by the client company, Gi Group provides the candidate with indications for finding the necessary documentation for the hiring.

Phase 5: Preparing the candidate for the first day of work at the client company
The first day of work is delicate for the candidate: he will know the colleagues, the working tools, the company rules to follow; he will better understand his role, the activities planned etc.
It is worth anticipating some issues and prepare the candidate on some aspects, with advice and practical guidance:
- What time to arrive
- Where
- Who to ask
- Clothing
- Mobile phone usage during working hours
- What to ask or not to ask for on the first working day

Phase 6: Support and monitoring of the worker during the stay in the company
The aim is to deal with any difficulties as soon as they arise, avoiding intervening too late.

Activity 6A – Worker's feedback collection
Even in the period following the entry into the client company and for the duration of the employment relationship (especially in the case of internship and staffing contract) the Gi

Group consultant regularly speak with the worker, to follow the path in the company and collect feedback with the following cadence:

- At the end of the first working day
- First week
- First month
- Before the end of the trial period
- Whenever the worker or intern is contacted for other reasons (pay slip, timesheet etc.)

Activity 6B – Analysis and discussion on negative feedback and criticalities

In the case of feedback in part or totally negative, the consultant

- Asks the worker/intern to tell him and explain the difficulty/criticality: activities foreseen by the role, relationship with colleagues/managers, rhythms/hours of work, distance from home of the workplace, inadequate tools/workstation
- He analyzes every single problem with the worker, proposing advice and solutions on how to deal with them, based on his knowledge of the role, the business context and the client.
- Even in the case of direct hiring by the Gi Group customer company, the consultant collects feedback periodically, in order to identify, mediate and help solve any critical issues.

Activity 6C – Contacts over time with candidates and workers

Gi Group consultants remain in contact with former candidates/workers even for very long periods.

This allows us to follow the career path of our candidates and eventually propose new opportunities for growth to people we know and with whom a relationship of trust has been built

3. Resources

Players:

- Consultant: The consultant is the first person to meet the candidate and often remains the main contact. He follows him during the period of entry and stay at the client company. At the same time, he manages contacts with the clients and possibly acts as a mediator in case of critical issues on both sides. Often the worker-candidate also refers to the consultant for requests relating to bureaucratic and administrative matters, which are then forwarded to colleagues who are responsible for the administrative management of the workers
- Administrative specialist: In Gi Group there are people dedicated to the administrative management of workers with staffing contract and interns. It is often the case that employees, when making contacts on administrative matters, also refer other matters to them. In this case, the administrative specialists listen to the workers, collect any needs or criticalities and report them to the consultants
- Sales: Business Consultants are the people in the Gi Group who take care of clients from a commercial point of view. It can happen that clients also refer to business consultants about worker issues. In this case, the salespeople collect any critical issues or requests and report them to the consultants

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Tools :

- CV's of candidates
- evaluation card
- internal management system
- Mail
- Phone
- Video calling platforms

Spaces :

The spaces used for the interviews and the various moments of discussion are the offices of Gi Group. But often virtual spaces are used, via video calls or phone calls.

3

Practice name:

Give Real Freedom to Employee to Motivate or Quit

Position in the practice mapping

Transition to work – Skills development and consolidation

Organization

Ownwell

Give Real Freedom to Employee to Motivate or Quit

1. Practice journey

1.1. Synthetic description of the practice

We often encounter with a situation after some time of work or even later, that employee could maybe be a good fit for the work if he/she is really motivated. The employee has made his best on the beginning, but now is the time to get a motivated and committed employee. If your employee is from a group of special disadvantages, this practice is more efficient because they often feel a lack of freedom and have potential to be the most committed ones.

With a practice you can put the employee really make a decision to continue or not and if he wants to continue, to be motivated you put the freedom on the employee.

An important aspect of this in practice is that the employee is given the opportunity to weigh his or her own work and dismissal. The role of the employer in decision-making is significant and his support in decision-making. In this case, the employer is sufficiently satisfied with his employee and if he want to continue his work. In addition, the employee makes his or her own thorough decision. His own decision also motivates him to work if he decides to continue working. In this decision-making process, the employee has personal challenges that affect their work.

This practice includes several steps, but when you understand it well, you can apply it quite intuitively to your context and use this as a checklist. Remember that not motivated working is very expensive for employer and time goes forward fast. As a ROI calculation, it is very useful to put effort to this.

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1.2 In-depth description of the main elements

1.2.1 Subjects

Employer willing to have motivated workers. Employee who has been working in a job some time. If your employee is from a group of special disadvantages, this practice is more efficient because they often feel a lack of freedom and have potential to be the most committed ones.

Employees with motivational and mental disabilities have most often this situation, because they need to approach the challenge of how to get motivated on the job. Not just how to do the job.

1.2.2 Goals

The goals of the practice:

1. Motivate an employee to complex work related to his/her skills;

2. Incentivize employee to learn;
3. Get a committed employee;
4. If employee doesn't want to continue, get him to make decision herself OR make process of resigning easier

2. Phases and activities

List of phases of the practice "Give real freedom to employee to motivate or quit".

- Phase 1: Analyze the work expectations, employee results and potential for the future
- Phase 2: Try to invent how do you can make changing a work easier to employee (addedsalary etc.)
- Phase 3: Get employer to understand better what is the nature of work she/he is doing andexpectations
- Phase 4: Remind and speak with employee about her strengths in general
- Phase 5: Give a proposal to employee. Make it clear how it is easy to leave the job.Understand also the family consequences
- Phase 6: Ask her to write clear what he can get from the work, her goals and give atemplate to make decision on his own
- Phase 7: Handle this together and let her to make the decision if continue or not. Expect a good decision process and answers related to her skills specially when she is going to continue

2.1 Description of phases and activities

Phase 1: Analyze the work expectations, employee results and potential for the future

Activity 1A: Define the work expectations

Activity 1B: Define the ideal profile of employee to do the work

Activity 1C: Define the criteria of ideal profile

Activity 1D: Check the results of the employee. How has the employee really achieved the expectations?

Activity1E: Think how you can make the work environment better or tune the work. Even simple things can be often really useful

Activity 1F: Think about the strengths and the potential of employee (try to be positive and realistic at the same time)

Activity 1G: Compare the employee with this profile

Activity 1H: Think the risks and possibilities of an alternative employee

Activity 1I: Make a decision that you want to continue

Phase 2: Try to invent how do you can make changing a work easier to employee

Activity 2A: Employee takes a vacation and thinks Employee will receive holiday pay for that period.

Activity 2B: The employer gives the opportunity to quit the job and also to continue and his w illing to support the process

Activity 2C: Offer somehow a salary for the employee of some months after quitting a job

Activity 2D:Check also that she gets good government support after that and she can really handle her life

Activity 2E: Remember that keeping bad employees is very costly to you and having motivated good employees is a huge value
The employer provides career-guided tools to reflect on work motivation. For example, list the plus and minus. Employee thinks carefully about what motivate at work in general and what not.
Career-guided stools are for example:

- Writing your own strengths;
- Description of dream work, the mental imagines in mind what the job of his dreams is like;
- Write your own barriers to the list that affect your current job/thinking about a new career;
- List of the positive or negative of desired job.

Explain to the employee the essential value of changing jobs. Why is it important to make changes? (you can decide how much emphasis you put on this, but still it is important to at least mention)
Meaning and pleasure: a new job increases the meaning of life if the old job is no longer the right one;
Self-esteem and self -image are strengthened in a new positive way;
Learning: bring out new gift talent and add special skills;
Social: enables new potential in the micro and macro environment e.g. social network;
Better compensation: you can for example get better compensation by having more alternatives.
Discuss what would be the next employer and what a process it is to look for a new job.

Phase 3: Get employer to understand better what is the nature of work and expectations

Activity 3A: Think about the work
Let the employee think what is the nature of the work and what could be the expectations now and in future. Compare the nature of the work to other different work assignments.

Activity 3B: The work nature
The work can be very diverse in nature. And its good for the employee to understand the nature of his or her own work so that he or she can start developing and researching it.
Here are some example of the nature of the job-the work process can be complex or simple:

- The job many require a lot of mental concentration when another job requires much fewer.

- The industry may be variable or stable.
- The job may require a lot of creativity, ability to think. The work is administrative or practical, etc.

Activity 3C: Discuss with employee

Write those down first for you and then discuss with employee. Try to be very concrete with the expectations and discuss those through. Be sure that employee understands also from where the expectations come from.

Phase 4: Remind and speak with employee about her strengths in general

Activity 4A: Talk openly with employee about the strengths You can also pay some strengths analysis.
Example: https://store.gallup.com/p/en-us/10003/cliftonstrengths-34

Activity 4B: List and justify why is an important employee for the company / employer

Activity 4C: Explain openly in what areas could develop as an employee

Activity 4D: Give employee an opportunity to tune and develop in the work as whole

Activity 4E: Motivation for the job
Together, consider options for finding more meaning and motivation for the job for example, more meaning and motivation on the work by increasing the responsibility and development of the work, long- term planning, and making little changes that makes work easier or more pleasurable.
Discuss together how the work will proceed in the future. Find out from the employee what wants from the job and then think about how the job could be developed in a meaningful direction in longer term. It is important to find employee strengths and motivations in this discussion

Phase 5: Give a proposal to employee. Make it clear how it is easy to leave the job. Understand also the family consequences

Activity 5A :It is the job of the employer to give the employee options: you can stop working or you can continue.

Activity 5B: Make it clear how easy is to leave work in the end

Activity 5C: Ask to think from a different perspective and write down the effects ofleaving the job (for example how it affects privacy and family, etc.)

Phase 6: Ask her to write clear what he can get from the work, her goals and give a template to make decision on his own

Activity 6A: The employee considering the decision creates an Excel, a list, a mind map, and so on . Write down for example

- Why she does her current job?;
- What are her goals;
- What she expects from the job and how she evaluates her job;
- Pay, work time and work travel time etc;

- How do you feel the flow of your job? and meaningfulness of work;
- Added value to future job search processes (cv);
- What you can learn from the job?

Activity 6B: Use latest four items above to make a criteria to decision Excel It includes values with numbers 1 (weak value) -5 (strong value) and weights.
Example: https://templatelab.com/decision-matrix/

Phase 7: Handle this together and let her to make the decision if continue or not. Expect a good decision process and answers related to her skills specially when she is going to continue

Activity 7A: The employer and employee will discuss the decision process in the previous step together

Activity 7B: Based on this discussion, the employee makes her decisions. Expect an enough good process of decision from the employee.

Activity 7C: Continuing the work
If the ends of work, the employee needs to know exactly what goal are. What he is focusing on and what he is going to do. He has internalized these goals and significance of those. It is important that the employee knows why does the job have a plan to overcome the challenges to achieve those goals.

3. References and further contents

- Strength analysis: https://store.gallup.com/p/en-us/10003/cliftonstrengths-34 Decision matrix: https://templatelab.com/decision-matrix/
- Flow: The Psychology of Optimal Experience, Mihaly Csikszentmihalyi, 2008
- One good career guidance company in Finland: https://cimsonkoulutus.fi/briefly-in-english/
- Career guidance book: https://link.springer.com/chapter/10.1007/978-1-4020-6230- 8_8

4

Practice name:

The “Job Profiling” Methodology

Position in the practice mapping

Governance

Organization

Lantegi Batuak

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The “Job Profiling” Methodology

1. Practice journey

1.1. Synthetic description of the practice

Provide a tool that allows to analyze the capabilities of the person in the workplace.To provide a tool thatallows us to analyze the jobs themselves.
To enable a common language, facilitating a unified method of action and an element ofcommunication that is easy to use.

1.2 In-depth description of the main elements

1.2.1 Subject

We work with people who has a lot of special needs, and for us is very importante to know wich are their strengths, to find the best work activity, to achive the best development of each person.
This tool is a significant part of the methodological processes implemented at the Lantegi Batuak Foundation to provide and design individualized supports for people with disabilities, and especially for people with more support needs for access to employability. It allows to the assessment of the abilities of the people and the evaluation of the demands of the different jobs, enabling the correct adaptation of the task to the person, enhancing the teamwork of professionals and the application of common criteria. In addition, all this is possible, maintained and applied in the different services that are implemented in our model of social and labor inclusion, individual orientation, training and training and accompaniment in inclusion in the occupational service, in the special employment center and in ordinary employment.

1.2.2 End users

Our Fundation gives answer to 3.200 person at the moment. 82% have a disability certificate. About 1.400 intellectual disability, 180 mental illness, 931 physical and sensory disability.
So for us is very important to know the individuality of each person.
Progress in the legislative consolidation of the rights of persons with disabilities is a reality that has been observed in recent years.
The United Nations Convention on the Rights of Persons with Disabilities (2006) and its subsequent ratification (2008) was a turning point that obliges us as a society to make progress in the effective achievement of the rights reflected there in.
Undoubtedly, the generation of job opportunities for people with disabilities, the incorporation into these jobs and the maintenance of them has a direct impact on one of the fundamental rights contained in the Convention, such as the right to work and employment (Article 27).

1.2.3 Functions

- Provide a tool that allows to analyze the capabilities of the person in the workplace.
- To provide a tool that allows us to analyze the jobs themselves.
- To enable a common language, facilitating a unified method of action and an element of communication that is easy to use.
- Enhance teamwork.

1.2.4 Goals

a. Assess and know the individual support needs of people and track the person at the job.

This profiling method allows to study the evolution, over time, of a person in a job, pointing out what their strengths and weaknesses are, as well as their evolution and trajectory.

To track the person, we will need to update the profiles periodically. As a common criterion, the Profiling Method may be used whenever the evaluators deem it appropriate and at least on these occasions:

· Orientation	· Diagnosis of training needs
· Admission / Selection	· Promotion/transition proposal
· Change of job or service	· Assessment of working conditions
· Follow-up	· Design of Individual Support Plans.

It is also advisable to update the person's profile whenever significant changes are considered to have occurred.

b. Make individual training plans.

As described in the previous paragraph, the continuous evaluation of individuals will make it possible to establish individual training plans to expand and improve their socio-occupational skills and competencies.

If, for example, we have just applied the method and discover that a person included in a certain level, lacks some variable to promote to the next level, we must make a proposal for intervention that encourages development in that field.

c. Facilitate the selection of people.

In the selection process the procedure to be followed would be as follows:

Initially, the job is evaluated with the help of the "Workplace Analysis Protocol.

Next, the profile obtained is contrasted with the profile of the different candidates for the position, with the idea of choosing the person whose characteristics are closest to the theoretical profile of the position. If there are points, in which the profile of the person does not coincide with those of the profile of the position, these must be corrected, either through the training of the person, or by lowering the requirements of the position. If these actions are not possible, the possible suitability of the person for such work or vice versa would be questioned.

d.Establish a policy of professional development.

The Profiling Method allows for improvement and professional development, placing people at different levels and categories.
What we intend, in short, is that the degree of requirement for the change of levels of Occupational Service and Special Employment Center corresponds to similar criteria in all centers and services.
Based on a validation carried out in our centers, we have determined which are the relevant variables to promote the level of Occupational Service or Special Employment Center. These variables are reflected in profiles, which we call Type Profiles, in which the characteristic variables are described, with the minimum score required, to reach the corresponding level of S.O. or C.E.E.
If in these variables the predetermined dimensions in them are not reached or exceeded, the level acquired is questioned, as well as the job promotion. In this way, they indicate the areas to work on in the future, which become training objectives so that the person can promote or to correct possible deteriorations.
To carry out individualized follow-up of individuals, and to establish an appropriate professional development policy, regular evaluations should be carried out.

e. Identify people in processes of deterioration and aging.
The Profiling Method allows to identify people who are in a process of deterioration and aging.
For this we value in those people who are 40 or more years old, the 5 aging variables: Tiredness, Memory, Irritability and mood swings, Sadness and apathy and Isolation.
The scores obtained in these 5 items, as well as the analysis of the history of scores obtained in some items that have been considered key to this detection, allow us to identify people who need support because they are in situations of deterioration and/or aging.

f. Valuing jobs and facilitate the adaptation between the person and the job.
The evaluation and actions to improve the existing or planned working conditions in each position is a prerequisite for the achievement of adequacy.
The Profiling Method enables this evaluation process by considering both the general characteristics of the workplace, as well as the physical, chemical, and biological agents used, as well as all those characteristics of the work related to its organization and management, and that could have an influence on the generation of risks.
To help in the process that leads to completing the job profile, we have a complementary tool called "Job Analysis Protocol". This instrument sets the guidelines for job evaluation, an initial step in the assessment of working conditions. This tool is attached in Annex I.
In order to facilitate the risk assessment of tasks, a valuation system called the "Risk Calculation Table". This simple system also helps us to assess the Security item.

g. Improve working conditions
In all cases we must ensure that jobs are properly filled with people. The method, when crossing the information from both profiles, also provides us with an instrument of adaptation, enabling the correct location of the people who occupy or will occupy a job.
Contrasting the profile of the person with the profile of their job, we can find in three situations:

1. Improper work is an inadvisable situation that occurs in situations in which the demands of the job far exceed the capabilities of the person.

2. Acceptable work is a situation that can be improved in those situations in which the profiles of the person /task have minimal differences and these are remedied by lowering the demands of the task or by means of individual training programs.
3. Proper work is an ideal situation that occurs when both profiles overlap appropriately.

We must aim for people to have suitable or at least acceptable jobs.
We will never allow inappropriate work situations.

1.2.5 Output

The final product is a book, very useful at the worshops, and is very handly for all the sheltered work organizations.

2. Phases and activities

List of phases of the practice

- Phase 1: Initial orientation phase
- Phase 2: the end of the trial period
- Phase 3: biannual review
- Phase 4: atypical situations : promotion or deterioration

2.1 Description of phases and activities

Phase 1: : Initial orientation phase
This first phase occurs when people make their first contact with our organization. are derived from their school stage or from a community resource.

Activity 1A: collection of mandatory documentation:
disability certificate, medical, psychological or psychiatric reports, qualified training obtained, national identity document or passport

Activity 1B: An interview with the person and the family or tutor
Two interviews are conducted simultaneously.
On the one hand, a psychologist performs tests of the profiling method on the person. linked to her physical abilities and school learning.
On the other hand, a social worker interviews the family to collect information on childhood, school stage, social integration, free time, psychosocial development, sexual affective
After these interviews, the two professionals carry out the first personal orientation. In other words, they suggest what the most appropriate service within our Foundation will be: occupational service, special employment center, ordinary employment, training course, waiting list or other community resource.

Activity 1C: Conclusions report to the family
Inform the family and the person of this initial orientation:
assigned reference center, trial period, reference person, start date, general conditions
In most cases, the proposals given are to the liking of the recipients. but if this is not the case, a deeper orientation process will begin to specify what the real expectations are and how to respond to them.

Phase 2: The end of the trial period
People who enter our organization with intellectual disabilities or head injuries have to go through a trial period of 6 months.
In this process, the person will see if the resource offered is the most adjusted to their needs and expectations. By the Foundation, it will be verified that the person has the minimum level of autonomy and performance to be able to fit into the service offered

<u>Activity 2A: three month review:</u>
In the middle of the trial period, an interdisciplinary evaluation is carried out to assess the person's adaptation to the center. feedback is given to the family and the person, in order to inform them of their correct evolution
Aspects of job performance will be valued: organization, personal relationships, rhythm, responsibility, task learning, fine and gross motor skills

Phase 3: biannual review
The Lantegi Batuak Foundation has developed an individualized Support Plan, based on Person-Centered Planning, and

<u>Activity 3A: Goals interview</u>
every two years we carry out a goals interview to find out what their wishes, needs and future plans. We analyze the contexts of your day to day and delve into the need for support in each area. the ultimate goal is to improve the quality of life in all areas as proposed by Shalock and Verdugo

<u>Activity 3B: Disciplinary meeting</u>
Here the training objectives are established, the professional profile is reviewed, the possibility of improving their gratification is assessed, based on their progress, and the goals that are going to be worked on in the following two years are established

<u>Activity 3C: Reporting to our intranet sistem</u>
In our company, we developed an vry usefull internet aplication, in wich all this information is incluided, and in depends of your work activity, you can reach all of this contents.

Phase 4: Atypical situations : promotion or deterioration
Outside of this biannual periodicity established as an organizational criterion for almost 2,000 people in our foundation, there are two situations that lead us to review the professional profile

<u>Activity 4A: Promotion</u>
All people can request a review of their profile in the event of a category upgrade request. Our reward system is organized in progressive steps, which are represented in exclusive levels within the Profile Method. In order for a person to reach the next step, they must pass the items of each corresponding level.
This review will be carried out by the person in charge of the workshop or service, the assigned psychologist, the person in charge of the section and the person support technician.
it is essential that different professionals contribute their points of view, because in this way subjective biases are reduced.

Activity 4B: Deterioration

the life expectancy of the population includes that of people with intellectual and/or mental disabilities.

this gives rise to a new scenario within our organizations, and requires us to update our offer of support

That is why we have developed a specific section of items that assess deterioration and aging-

In this case, we measured 5 relevant aspects:

1. Memory,
2. tiredness,
3. irritability and mood swings,
4. sadness and apathy,
5. isolation.

3. Resources

Players:

- Head of center or service: professional who manages about 120 people. Responsible for relating to clients, distributing work, assessing group needs and ensuring the proper functioning of the center or service.
- Psicologist or Pedagogue attached to the center: is a figure that provides qualified support to each center in relation to proposals for personal or social adjustment. it gives organizational coherence to the decisions established by the Social and Labor Development Department.
- Section manager: person who is in charge of organizing the work activity of a group of about 25 people, analyzing the divisibility of tasks, the adaptation to individual capacities, the interrelation between the members and the daily relationship with people and the family for daily punctual aspects
- People support technician: is the professional who conducts goal interviews, non-work activities, community experiences, returns to families

Tools :

- profiles method
- annex of exclusive profiles
- the annexes of tests of:
  1. reading,
  2. writing,
  3. spatial orientation,
  4. numerical knowledge,
  5. visual memory,
  6. similarities and differences
- intranet design

4. References and further contents

- Quality of Life Model Development and Use in the Field of Intellectual Disability January 2011, Shalock and Verdugo
- Métodos de descripción y análisis de puestos de trabajo Verificado Redactado por Marta Guerri.. Psicología laboral

5

Practice name:

Dedicated Units of Professionals

Position in the practice mapping

Human Resources

Organization

MCAST

Co-funded by the
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Dedicated Units of Professionals

1. Practice journey

1.1. Synthetic description of the practice

The Institution identifies the disadvantaged/at risk groups amongst the student body to analyze their needs and issues in order to create a specialized unit to tackle these issues with necessary HR resources.

1.2 In-depth description of the main elements

1.2.1 Subject

The Department Heads (Directors/ Deputy Principals) are in charge of identifying the HR needs that would add value to the students' learning experience and enhance inclusion.

1.2.2 End users

Learners that can be classified as coming from a disadvantaged background or belonging to at risk groups in the community:

- Students with a migrant background
- Students with learning difficulties and/or disabilities
- Students in a transitional phase
- Students from disadvantaged socio-economic backgrounds
- Students with psycho-social issues
- Students with pastoral needs
- Mature Students
- Inmates from correctional facility
- Young parents re-entering education
- Students who face discrimination based on gender and sexuality

1.2.3 Functions

Carrying out an in-depth analysis of the identified student groups to establish what services/facilities are required to better meet their needs (academic and non-academic).

1.2.4 Goals

Creating the HR structure required to support the different groups of the student body requiring further or dedicated assistance for inclusion. The main aim is to have dedicated units or roles that take care of some of the issues highlighted through the analysis exercise. Each role or unit deals with either one or several of the student groupsidentified above.

1.2.5 Output

The results of this practice consist of dedicated units/roles including:

- Integration Unit
- Learning Support Unit
- Inclusive Education Unit
- Career Advisory
- Wellbeing Hub
- Chaplaincy
- Student Liaison Office

2. Phases and activities

List of phases of the practice "Dedicated Units of Professionals"

- Phase 1: Identifying the disadvantaged/at risk groups amongst the student body
- Phase 2: Analyzing their needs and issues
- Phase 3: Creating a specialized unit to tackle these issues with necessary HR resources

2.1 Description of phases and activities

Phase 1: Identifying the disadvantaged/at risk groups amongst the student body.

This phase aims at identifying disadvantaged/at risk groups amongst the student body. The result of this phase consists of a list of groups amongst the student body and their needs/issues. This phase will be repeated regularly to ensure that, as the student body changes over time, the HR structure continues to serve its purpose efficiently. The duration of this phase depends on the rate with which the number of students from vulnerable groups increases.

<u>Activity 1A: Collection of data on student body</u>
Before the phase of the creation of new units or roles, an analysis of the emerging needs, trends and difficulties amongst the student body is conducted.
The Institution's governing body collects data from Directors, Managers etc. who interact with the students and staff serving them on a daily basis. The data is collected in two ways: from day-to-day operations or from automated systems such as CMIS, surveys and reports. To give an example of each:

- Day-to-day operations – for example at MCAST's Learning Support Unit one-to-one and small group support in different academic subjects has been offered for a number of years. If in a particular year student requests for such support increase drastically, the cause for this increase is examined to identify what new needs have arisen from the students.
- Automated systems, surveys and reports – for example MCAST's CMIS system allows the Registrar's department to track demographic data on the student body, including data such as learning disabilities, mental health issues, students returning to education etc.

This process allows for the identification of respective target groups in preparation for Phase 2.

Phase 2: Analysing the HR resources in view of developing target groups
The main aim is to analyse the HR requirements from both a resourcing perspective and also competences required. This phase consists of the data gathered in Phase 1 being presented

to the Institution's governing body during plannery meetings and through the HR plan submitted by Directors. This phase needs to be complete by December of every year, in preparation for the following year.

Activity 2A:The HR Plan.
Depending on the specific needs identified from Phase 1, the respective department will discuss and decide on whether a new post will be raised to address that particular need or else this need will be incorporated within the tasks of a particular employee(s)
If it is decided that a new employee or department is required this is included in the HR plan for the following year. The HR plan is submitted to the respective ministry. On the other hand if a new department/centre is required, a presentation to the Board of Governors would be required.

Phase 3: Implementation of HR process
Once the post is approved, the implementation of the HR process starts, where a candidates(s) is/are selected and the unit is setup. The duration of this phase depends on the internal recruitment process duration. For the case of MCAST the whole process takes about 2/3 months. MCAST is a public entity and must therefore follow pre-established processes

Activity 3A: Vacancy
Activity 3A is the creation of a vacancy to find a competent candidate to fill the new role required to better meet students' needs. As a public institution, MCAST follows Agreements signed with Unions for the issuing of a new post. These posts are published on MCAST jobs portal and advertised on various Media including (social media, newspapers, and more). The respective Ministry is involved throughout this process. Such Agreements are followed and implemented in the setting up of vacancies including the qualifications and experience required together with the respective salary offered.

Activity 3B: Recruitment Process
The next step is to carry out the recruitment process to interview and select a candidate. The recruitment process in each institution varies depending on internal and national regulations. The recruitment process at MCAST involves the following steps.

- Candidates submits their interest together with a CV and a covering letter on MCAST's recruitment portal
- HR develops an assessment system [11 tools] and selects an interviewing board usually made up of management from the new role's department and a representative of the respective Ministry
- The interviewing board prepare a semi-structured interview and select the eligible candidates that will be called for an interview
- A candidate is selected based on the interviewing board's assessment

Activity 3C: Probation Period
Upon selection, the new employee must go through a probation period. The Probation period involves regular evaluation of the employee. This evaluation is done by the employee's superior at 3, 6, 9 and 12 months of the first year of employment through a standardised form assessing the employee's competence at the role (this might vary on country regulations or institution's pre-existing HR processes).

3. Resources

Players:

- Students: Students are the starting point of this process. When there is a significant change in the student body, it creates new needs the institution must meet.
- Directors: The Director of a department, with aid from their staff, play the important role of highlighting the HR resources required to respond to students' needs.
- CEO/Board of Governors: The CEO/ Board of Governors are tasked with approving the request to create a new role/department.
- HR Department: The HR Department facilitates and oversees the whole recruitment process.
- Interviewing Board: The Interviewing Board is responsible for the identification and selection of the appropriate candidate(s).
- Selected Candidates: The selected candidate or new employees are the end-goal of the entire process.

Tools :

- CMIS: Official means of collecting data on student body
- HR Plan: Standard form to identify HR needs and request resources
- Agreements with Unions: Governing agreement for the engagement of new employees and the contracts offered
- Internal and National Recruitment Regulations: Standard operating procedures in line with the regulations set by the specific institution, as well as the country's laws on employment.
- Assessment System: Developed by HR and used by the Interviewing Board to sleect competent candidates
- Evaluation Template: Standard form used by Directors to assess and report the progress of new employees.

Spaces:

For this practice, the main space/environment is the workplace, in this case MCAST.

4. References and further contents

- Malta College of Arts, Science and Technology (MCAST). (2019). *Integrated Quality Management System Manual of Administrative Procedures*. Internal document. Chapter 1.3 3. RECRUITMENT PROCEDURES.

6

Practice name:

Language Support in Workplace

Position in the practice mapping

Transition to work – Coaching on the job

Organization

Omnia

Co-funded by the
Erasmus+ Programme
of the European Union

Language Support in Workplace

1. Practice journey

1.1. Synthetic description of the practice

The new country spoken language as a second language teacher (L2) guides the foreign language employee and the work community at the beginning of the employment relationship. Language support familiarizes the employee with the language environment of the workplace, helps them to integrate into the work community and strengthens language aware guidance in the workplace. Language support promotes the employment of foreign language speakers by supporting their participation and agency.

1.2 In-depth description of the main elements

1.2.1 Subject

Two new country spoken language as a second language teachers are developing language supported employment. L2 teachers go to the workplace and help the new employee to cope in the new country spoken language speaking work environment. At the same time, they ensure that the work community has language awareness and that the new employee can be an equal member of the work community. Language support, i.e. personal guidance and strengthening the language awareness of the work community, promotes the participation of employees with an immigrant background. Through personal guidance and language awareness in the work community, the foreign language employee is more aware of the linguistic offerings of the work environment, which promotes the development of language skills and working in new country spoken language. This also increases motivation and participation in working life.

1.2.2 End users

The target group is the clients of Omnia Skills Centre for Immigrants and Competence Centre (hereinafter OSC) for Highly Educated Immigrants. The clients are foreign language unemployed jobseekers from Espoo. Language support is offered to clients who are looking for paid employment and to clients with language skills deficiencies who are participating in a work trial. Some clients have no previous education or work experience. Many target group clients find it difficult to see their future in Finnish working life. In addition to strengthening their language skills, clients need support to consider work as part of their future and life in Finland. Language support ensures a successful start in Finnish working life by also supporting the self-confidence of first-time jobseekers. This is how language support strengthens the agency and participation of foreign language employees in the working life and society.

1.2.3. Functions

The language support runs alongside the foreign language employee at the beginning of the employment relationship. Language support familiarizes the employee with the language environment of the workplace, helps them to integrate into the work community and strengthens language aware guidance in the workplace.

1.2.4 Goals

Language support aims to help the unemployed foreign language speaker find a job. The goal is to develop the client's professional language skills and agency. The foreign language employee gets started and becomes part of the work community. Language support also aims to strengthen participation. Language support helps foreign language employees to become an equal member of the work community. Language support ensures that foreign language employees are given tasks that increase their opportunities to develop their professional language skills. Suitable work tasks support the foreign language employee's goal-oriented language learning. The aim is for the foreign language employee to feel capable and respected as an employee and to make work meaningful also for their own future.
Language support strengthens workplace interaction and language aware guidance. The aim is to strengthen the workplace's ability and willingness to welcome foreign language employees. This will contribute to equality and accessibility in the labour market.

1.2.5 Output

The service provides personalised guidance and induction support. The service will spread language awareness in the workplace and facilitate the induction of foreign language employees. The teachers observe employment related challenges and assess critical points in the workplace. This helps OSC to develop services for unemployed foreign language speakers that support sustainable employment for jobseekers with an immigrant background.

2. Phases and activities

List of phases of the practice:

- Phase 1: Planning
- Phase 2: Guiding the employee and the work community in the workplace
- Phase 3: Ending the service and setting the client's next goals

2.1 Description of phases and activities

Phase 1: Planning
New country spoken language as a second language teacher (hereinafter L2 teacher) assesses the match between the language skills required for the job, the language environment of the workplace and the language skills of the employee. Language support will discuss with the employer the extent to which the employer's expectations match the reality. Language support can help employers to tailor jobs to specific language skills and allow for a gradual broadening of language situations. Active opportunities to use new country spoken language and to develop language skills are ensured.
A foreign language employee can only invest in goal-oriented language learning with the resources he/she has access to. Access to the linguistic and material resources of the workplace is fundamentally influenced by where the surrounding work community positions him/her (Strömmer 2017, 23). Language support is designed to give the employee access to language resources and meaningful language situations in the workplace. Language support

guides the work community to see the work environment also as a language learning environment.

Activity 1A Initial discussion:
The initial discussion with the L2 teacher, new employee and the employer takes place. They discuss together about the meaning of the work-related language skills and the enablers of language learning on the job. The goals and the implementation are planned together.

Activity 1B Observing the language environment:
The L2 teacher visits the workplace and observes the employee's working day. The L2 teacher attends employee's meetings and coffee breaks in addition to employee's work duties. The kind of communication situations the employee must cope with at work are identified during the observation day. Expectations of language skills are also assessed.

Activity 1C Assessing the critical points:
After the observation day, targets are set for the language support. On the basis of the observation day and the issues raised by the employer, the L2 teachers assess the critical points that can be influenced by language support. Critical points can affect task performance or being left on the periphery of the workplace and can be addressed through language skills development.

Phase 2: Guiding the employee and the work community in the workplace
At the workplace, the L2 teacher observes the employee in his/her normal work tasks. The teacher tells the employee which things are going well. Positive feedback supports self-confidence and agency in a new country spoken language speaking work environment. When the L2 teacher detects linguistic challenges, he/she will help the employee or review the situation as appropriate. L2-teacher ensures that also the work community provides the timely support.
They prepare for similar situations together, for example through scripts. The language support aims to allow the employee to complete the same task more than once. This way, the employee learns to expect language situations in the work environment, making it easier to be prepared for them. Foresight supports employees' agency in working life. (Virtanen 2017, 78). The language support helps the new employee to anticipate and prepare for different situations. Language support ensures the timely support from the colleagues close at hand or a language mentor.
Language support discusses with the employer and the employee how to strengthen the new employee's participation and agency in the workplace. Strengthening participation is a key objective of the language support. Being part of the community starts by observing from the outside and gradually adopting community practices. (Lave and Venger 1991.) Language support assesses critical points that potentially provide or exclude a foreign language employee from becoming part of the work community and from having meaningful work tasks. By focusing on critical points, language support prevents an employee from being left on the periphery of the workplace, for example doing purely performance-related tasks. Language support ensures that the work community enables foreign language employees to access meaningful language situations and become part of the social capital of the work community.

Activity 2A Induction support:

Language support is involved in the employee's induction. The L2 teacher supports mutual understanding in the induction process and promotes the language aware guidance. The Language Support ensures understanding by asking questions and repeating the instructions given by the instructor in plain language. The instructor is reminded of the importance of rate of speech, pauses, repetition and asking questions. The new employee is encouraged to speak up if he/she does not understand and to ask for help when something is unclear.

<u>Activity 2B Language support in the work tasks:</u>
The L2 teacher comes to the workplace to work alongside the foreign language employee every two weeks around five times at the beginning of the employment relationship.

<u>Activity 2C Providing guidance in the workplace culture:</u>
Language support helps the foreign language employee to adopt the specific features of the working culture. Language support helps the new employee to work according to the behavioral expectations of the work culture.

<u>Activity 2D Language mentoring:</u>
Language Support builds language awareness in the workplace through a language mentor. A language mentor is a permanent employee of a company whose job is to support foreign language speakers in their daily work. The L2 teachers will guide the language mentor to work in a way that supports the new employee, so that the language mentor, for example, verbalises the work process, explains what he/she is doing, is involved in challenging situations in the background and involves the new employee in informal social situations in the workplace. The L2 teacher will make sure that the language mentor uses clear language and is aware of ways to make sure the new employee understands.

Phase 3: Ending the service and setting the employee's next goals
The language support is offered at the beginning of the employment relationship. When the language support finishes working with the employee, a final discussion takes place.

<u>Activity 3A The Final discussion:</u>
L2 teacher discuss with the employee how his/her professional language skills have developed. Together, they assess what kind of communication situations the client can cope with and where there are still challenges. The following objectives are set for the client. L2 teachers guide the employee to develop the language skills further by providing self-study materials or suggesting suitable language courses. The possible continuation of language mentoring or other follow-up measures (such as teaching New country spoken language in the workplace) can also be assessed together with the employer.

<u>Activity 3B Designing the follow-up measures:</u>
If the employee's employment does not continue, she/he will be directed to a career counsellor. The L2 teacher can bring to the career guidance discussion his/her own observations on the critical points of employment that should be focused on next.

3. Resources

Players:

- Business coordinator: Business coordinators work with employers and facilitate the employment of foreign language speakers. Language support is provided to support the induction of a foreign language employee.
- Career counsellor: Career counsellors guide unemployed jobseekers in the OSC. When they identify the need for language support, they will suggest language support to the client to help them find a job.
- Work life coach: A work life coach coaches unemployed jobseekers getting into working life. When a coach identifies the need for language support, he/she will suggest language support to the client to help them find a job.
- New country spoken language as a second language teacher: The two L2 teachers will be visiting the workplace to provide language support. The L2 teacher is able to assess language proficiency levels and the importance of language proficiency in different areas of interaction.
- A foreign language unemployed jobseeker: The aim of the OSC clients is to find a job. They can get language support for paid work or work trial. Business cooperation also enables work funded by wage subsidies.
- Workplace counsellor: The induction to work is implemented by a workplace counsellor in the beginning of the employment relationship. Language support supports the success of the induction process. Language support helps to communicate in plain language and to strengthen the company's language awareness.
- Language mentor: A language mentor is a permanent employee of the company. Language support trains the language mentor to support the development of the foreign language employee's professional and workplace language skills. The language mentor ensures that the new employee becomes an equal member of the work community and builds language awareness in the work community. The on-site L2 teacher guides the language learning of the foreign language employee by supporting the mentor-actor pair in the workplace.
- Work community: The work community offers language learning opportunities for foreign language employees. The work environment shares linguistic resources by including the new employee in informal conversations. The foreign language employee's agency and participation grows with the support of the work community.

Tools:

- Didactic material: Material is collected on the virtual platform to support the client's language learning. Together with the client, the L2 teacher collects vocabulary related to the job and creates scripts for different interaction situations. Industry specific texts will also be collected on the platform to reinforce the development of professional language skills. Sample text messages and emails suitable for different situations will be written together with the client.

Spaces:

Workplaces, training facilities, virtual platform. Usually on-site language support works in different workplaces. The employer can also provide its own facilities for group activities if it wishes. Guidance can also be provided remotely in some cases. The didactic material is compiled on a virtual platform, which supports the client's self-learning.

4. References and further contents

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- Strömmer M. 2017. Mahdollisuuksien rajoissa. Neksusanalyysi suomen kielen oppimisesta siivoustyössä. Jyväskylä: Jyväskylä University Printing House.
- Virtanen A. 2017. Toimijuutta toisella kielellä. Kansainvälisten sairaanhoitajaopiskelijoiden ammatillinen suomen kielen taito ja sen kehittyminen työharjoittelussa. Jyväskylä: Jyväskylä University Printing House.
- Woodbridge, M. & Bland, M. (2010). Supporting Indian nurses migrating to New Zealand: A literature review. International Nursing Review 57, 40–48.

7

Practice name:

Instructing Work-Based Learning – *Live Training 8h*

Position in the practice mapping

Transition to work – Coaching on the job

Organization

Omnia

Co-funded by the
Erasmus+ Programme
of the European Union

Instructing Work-Based Learning – *Live Training 8h*

1. Practice journey

1.1. Synthetic description of the practice

Omnia offers training for student work instructors at companies. Training ensures the consistency of workplace instruction and secure the quality of the workplace guidance. The aim of the training is to develop guidance skills and help the instructors to steer the learning process at workplaces. The content of the training is divided into three parts; how to plan the learning process, how to guide the students (includes also how to guide and to meet the challenges of the students with the special needs) and finally how to assess the students. The participants come from different companies with different professional backgrounds and experiences. There are no preconditions to the participants. Omnia offers these live training 4-5 time per year. All courses are free of charge. The role of a workplace instructor is very important as they train the professionals of the future. Successful management of the role of a workplace instructor requires familiarisation with the practices of working life learning i.e., planning, implementation and assessment of competence. The workplace instructor introduces, guides, evaluates the students' skills and at the same time learns themselves. Workplace instructor training develops supervisory skills and supervises and instructs workplace instructors in student supervision.

1.2 In-depth description of the main elements

1.2.1 Subject

One of the tasks of working life teachers is to run Omnia's free workplace instructor trainings. Workplace instructor training is targeted and designed for in-company workplace instructors who guide on-the-job learning periods for Omnia students. The training ensures that workplace instructors are able to receive students, acquaint them and plan, guide, implement and evaluate the student's working life. High-quality workplace guidance increases students' motivation and participation in working life and thereby promotes employment opportunities.
Working life teachers conduct full-time training in an educational setting.

1.2.2 End users

The target group is all corporate employees who mentor students and are interested in acting as workplace instructors for the students. The training and support of workplace instructors in guidance work strengthens the commitment to students and the commitment to cooperation with educational institutions. High-quality support for working life promotes students' commitment to studies and supports students' professional growth, and potentially speeds up students' completion and transition to working life. Committed and motivated workplace instructors with the tools to support students in their professional growth and development receive updated theoretical knowledge in the field of education from students.

1.2.3 Functions

Counselling expertise is student-centered activity and helps with participation and attachment to the work community. High-quality workplace guidance streamlines the working life cycle and ensures that the degree is completed. A good working life experience promotes the student's attachment to working life after graduation.

1.2.4 Goals

High-quality workplace guidance aims for students to graduate and find employment. In addition, good workplace guidance ensures consistently good quality and necessary skills needed in working life. The importance of good workplace guidance is emphasised in the commitment of students, providing positive experiences and promoting graduation.
Committed and motivated workplace instructors with the tools to support students in their professional growth and development. Instructors also receive updated theoretical knowledge in the field of education from students.

2. Phases and activities

List of phases of the practice:

- Phase 1: Training marketing and preparation for training
- Phase 2: The target group and participants of the training and their industry are identified
- Phase 3: The structure, implementation and reflection of the training
- Phase 4: Final feedback

2.1 Description of phases and activities:

Phase 1: Training marketing and preparation for training
Omnia's free workplace instructor training is actively marketed on our website. In addition, teachers advertise and take training brochures to workplaces. Omnia Communications department markets training in various contexts. Working life teachers send an electronic training brochure to the partners.
Registration is done through Omnia's website. Registration closes a week before the start of the training. The minimum number of participants is 8 and the maximum is 25. The training providers receive the number of participants in the training and their contact details from the institution's working life coordinator.
The facilitators will make a welcome letter to the training, which the institution's working life coordinator will send to the training participants by e-mail during the week before the training.
The training is carried out in the educational environment of the training provider Omnia. Participants are not required to prepare in advance.

Phase 2: The target group and participants of the training and their industry are identified
The task of the first phase is to find out the size of the group and the background information about the participants so that we can best serve the participants and their needs. Wherever possible, efforts will be made to adapt the content of the training and to create a training that serves the participants as well as possible.
A general content framework is used at the trainings, and it can be modified if needed.

Phase 3: The structure, implementation and reflection of the training
A general content framework is used at the trainings, and it can be modified if needed according to the wishes and needs of the participants.
The following things are always covered in the training:
Introductory round, wishes for training
Orientation, training goals and the course of the day
1. Early- stage planning
- PCPD (Personal Competence Development Plan) and the qualification requirements guide planning
- workplace instructor as a briefer and instructor

2. Learning at working life guidance
- different kind of learners, multicultural guidance
- demonstration plan from feedback on competence development

3. Skills assessment
- this is how I succeed as an evaluator
- skills assessment
- deciding on the assessment

Training priorities can be tailored to the needs of the target group. However, so that current information is addressed in the training.
The goal is to provide a conversational, reflective and interactive training. A safe atmosphere allows sharing of experiences. In the training, there is an opportunity to reflect on one's own leadership, role and interaction as an instructor. With time-management the training allows work in small groups and more in-depth handling of issues than in shorter trainings. Sharing of examples and experiences among the participants plays an important role.
Training material will be distributed to participants, and it will be gone through. In addition, guidance is provided on how to find and utilize online material.

Phase 4: Final feedback
At the end of the training, participants will be asked about their thoughts and feelings about the training, as well as development ideas and feedback on the training. Participants complete training feedback surveys at the end of the training. The institution's working life coordinator collects feedback.

3. Resources

Players:

- Working life teachers: Working life teachers design the contents of the training, process and update the training materials. They make welcome and cover letters for the training. Working life teachers are responsible for the pedagogical quality of education and its development. The trainers are responsible for selecting and distributing the training materials to the participants. The training uses a variety of working methods, such as working in small groups, working in pairs, independent reflection and other joint reflection.
- Working life coordinator: The coordinator will send cover letters and instructions to participants in the week before the training. The working life coordinator will give certificate of participation to all the participants. Based on the feedback questionnaire, the coordinator compiles a summary of the training evaluation.

- Workplace instructors: Workplace instructors actively participate in the implementation of the training by discussing and commenting on the topics and themes of the training and working actively during the training day. Workplace instructors are experienced professionals in their field who have a good substance knowledge about the profession but not necessarily guidance skills, or guidance skills need to be updated.
- Employers of workplace instructors provide access to training during working hours for those who participate or are willing to attend training.

Tools:

- Powerpoint
- Ohjaan.fi -website Ohjaan.fi | Tukea ja työvälineitä työelämässä oppimisen ohjaukseen)
- Learning at working life checklist for the workplace instructor
- Competence assessment guidebook for the workplace
- Selkokeskus
- National Board of Education's National Vocational Education Qualification requirements -website
- Act 531/2017 Vocational Training Act

Spaces:

The training will be carried out on the premises of the educational institution on the Campus.

8

Practice name:

Inquiry and Counselling Service for Companies (*via Teams*)

Position in the practice mapping

Transition to work – Coaching on the job

Organization

Omnia

Co-funded by the Erasmus+ Programme of the European Union

Inquiry and Counselling Service for Companies (*via Teams*)

1. Practice journey

1.1. Synthetic description of the practice

The inquiry and counselling service is a new, free service for employers and for students' work life (work-based learning) instructors. The service provides work life instructors with support in acting as a daily work life instructor. This is a pilot and experiment to map out the need for the service. Based on experience and feedback, operations will be developed and possibly expanded to include Omnia's own teachers.
In November 2021 a new inquiry and counselling service for the companies was launched in Omnia. The aim is to provide a general service for the companies taking in special need and special support students. The idea is to support work-based learning and the integration of special needs students into working life. The service is an addition to the coordinating teacher`s role to ensure timely and effective support for the companies.
The service is available once a week for two hours and companies can reach the service via e-mail, teams and by phone. The idea is to offer easy access and low threshold services for the companies and instructors concerning their students' work-based learning. Companies and instructors may ask help or advice freely for daily problems and challenges with the students. The need for the service will be evaluated and the service developed according to the feedback.

1.2 In-depth description of the main elements

1.2.1 Subject

Working life teachers' work is to maintain weekly Inquiry and Counselling Service. The Inquiry and Counselling Service is targeted and designed for students' work life instructors. The service ensures that work life instructors are able to receive students, acquaint them and plan, guide, implement and evaluate the student's work-based learning. The service answers everyday questions that work life instructors will have. The activities that serve work life instructors promotes their motivation, supports them in their work and thus also serves the students.

1.2.2 End users

The target group is all employees who mentor students and are interested and considering in acting as work life instructors. Supporting work life instructors strengthens commitment to students and commitment to institutional collaboration. High-quality support for working life promotes students' commitment to studies and supports students professional growth, and potentially speeds up students completion and transition to working life.

Committed and motivated work life instructors with the tools and expertise support students in their professional growth and development.

1.2.3 Functions

Counselling expertise is a student-centered activity and helps with student's participation and integration to the work community. High-quality workplace guidance streamlines the working life cycle and ensures that the student's studies and degree is completed. A good work-based learning experience promotes the student's integration to working life after graduation.
The Inquiry and Counselling service intensifies co-operation with companies and promotes networking between the educational institution and working life. Through the enquiries, Omnia receives information on current issues and needs in working life as well as for the development of the trainings and support for the work life instructors.

1.2.4 Goals

High-quality workplace guidance aims for students to graduate and find employment. In addition, good workplace guidance ensures consistently good quality and necessary skills needed in working life. The importance of good workplace guidance is emphasised in the commitment of students, providing positive experiences and promoting graduation. Committed and motivated work life instructors with the tools to support students in their professional growth and development enhance the integration of students into working life. Instructors also receive updated theoretical knowledge in the field of education from students.

2. Phases and activities

List of phases of the practice:

- Phase 1: Marketing of the Inquiry and Counselling Service
- Phase 2: The weekly Inquiry and Counselling Service on Tuesdays 13:00- 15:00
- Phase 3: Collect information about the number of users and questions about the service
- Phase 4: Development of the Inquiry and Counselling Service based on the information received

2.1 Description of phases and activities

Phase 1: Marketing of the Inquiry and Counselling Service
Inquiry and Counselling Service is actively marketed on our website. In addition, teachers advertise and take service brochures to workplaces. Communications Department markets service in various contexts. Working life teachers of the educational institution send an electronic brochure to different cooperation partners.
Participation in the service does not require any prior action. There is no limit for participants in the service.

Activity 1A.
Preparation of marketing materials and the information presented at the website.

Activity 1B.

Information of the training is published via website. Marketing of the service is also done to the companies via targeted information distribution by sending emails to companies. Already existing email listings and contact information databases are benefitted at this point.

Activity 1C.
The counselling and support service is also promoted during the workplace instructor trainings to highlight the continuous support of the educational institution related to the work-based learning and the work integration of the students.

Phase 2: The weekly Inquiry and Counselling Service on Tuesdays 13:00- 15:00
Those working in the service have made a permanent Teams link to the service. Through this, interested work life instructors can join the service. Participants must have a working internet connection, a (WEB) camera and a microphone. Alternatively, the service can be used by phone or email.
Below are examples of questions that the work life instructors have had who participated in the service:

- How can I teach a student a practical profession?
- Why giving feedback is important?
- What is the difference between feedback and assessment?
- How does student guidance work in practice?
- Can negative feedback be given to a student, and how?
- What happens if a student does not have enough work life skills?
- What if my student doesn't speak Finnish well?
- How can I support and motivate students?
- In what matters am I in contact with the teacher?
- What are the qualification requirements?
- How do the qualification requirements relate to student learning?
- Can the rest of the work community guide my student?
- Is it good for the student to follow the work shifts of the work life instructor?
- The student's demonstration is starting, what should I do?
- How to use the assessment scales?
- What is good assessment?

Activity 2A.
Work life instructors come to the online meeting and ask anything related to mentoring.

Activity 2B.
In an online environment, working life teachers answer questions and give practical tips for different guidance situations. In the Microsoft Teams environment, it is easy to look at, for example, the professional requirements of a part of a degree, the assessment criteria, the assessment form or other materials.

Phase 3: Collect information about the number of users and about their questions about the service
The number of participants and the questions of the participants are recorded in the excel spreadsheet. The purpose is to find out and get information about the questions and possible challenges that concern work life instructors. The information obtained can be used to

develop the Inquiry and Counselling Service and the contents of the work life instructor training.

Activity 3A.
All enquiries are documented to be used in further service development activities.

Phase 4: Development of the Inquiry and Counselling Service based on the information received
At the end of the pilot, summer 2022, the number of users and the need for the service will be assessed. One of the development ideas is to expand the Inquiry and Counselling Service also for Omnia's teachers as an internal service. New teachers can receive guidance and assistance in counselling work life instructors. The service serves as a low-threshold place where teachers can ask questions.

Activity 4A.
The assessment is being done based on the documentation of the service users and questions asked.

Activity 4B.
The resources of the service are modified according to the needs.

3. Resources

Players:

- Working life teachers: Working life teachers are responsible for the provision and development of the Inquiry and Counselling Service. In addition to Teams, the Inquiry and Counselling Service will also be offered by telephone and e-mail. The starting point is to listen to the work life instructor and respond to his /her challenges. The service proceeds according to the work life instructor's needs. The participants of the Inquiry and Counselling Service are mainly the work life instructors who guide the students of our educational institution in working life. Companies contacts and supervisors are also potential participants. Work life instructors are experienced professionals in their field who have a good substance knowledge about the profession but not necessarily guidance skills, or guidance skills need to be updated. The contact persons of the companies have the opportunity to ask about the different forms of contracts, training and apprenticeship agreements and the prerequisites of the workplace to act as a place for students to learn in working life.
- Communication personnel: The communication unit of the educational institution designs, maintains and develops websites related to the workplace guidance service.

Tools:

- Teams
- Telephone
- E-mail

Spaces:

The service is primarily implemented on the Teams platform, but it is also possible to contact the service by phone and/or e-mail.

4. References and further contents

- Ohjaan.fi -website (Ohjaan.fi | Tukea ja työvälineitä työelämässä oppimisen ohjaukseen)
    - Learning at working life checklist for the workplace instructor
    - Competence assessment guidebook for the workplace
- Selkokeskus
- National Board of Education's National Vocational Education Qualification requirements - website
- Act 531/2017 Vocational Training Act

9

Practice name:

Starter Package for Workplace Instructor-Training (*3 hours, via Teams*)

Position in the practice mapping

Transition to work – Coaching on the job

Organization

Omnia

Starter Package for Workplace Instructor-Training (*3h, via Teams*)

1. Practice journey

1.1. Synthetic description of the practice

Omnia offers training for student work instructors at companies. Training ensures the consistency of workplace instruction and secure the quality of the workplace guidance. The aim of the training is to develop guidance skills and help the instructors to steer the learning process at workplaces. The content of the training is divided into three parts; how to plan the learning process, how to guide the students (includes also how to guide and to meet the challenges of the students with the special needs) and finally how to assess the students. The participants come from different companies with different professional backgrounds and experiences. There are no preconditions to the participants. Omnia organizes on-line training via Teams. Omnia offers these three-hour intensive start packages also in English 2-4 times a year. All courses are free of charge.
The role of a workplace instructor is very important as they train the professionals of the future. Successful management of the role of a workplace instructor requires familiarisation with the practices of working life learning i.e., planning, implementation and assessment of competence. The workplace instructor introduces, guides, evaluates the students' skills and at the same time learns themselves. Workplace instructor training develops supervisory skills and supervises and instructs workplace instructors in student supervision.

1.2 In-depth description of the main elements

1.2.1 Subject

One of the tasks of working life teachers is to run Omnia's free workplace instructor trainings. Workplace instructor training is targeted and designed for in-company workplace instructors who guide on-the-job learning periods for Omnia students. The training ensures that workplace instructors are able to receive students, acquaint them and plan, guide, implement and evaluate the student's working life. High-quality workplace guidance increases students' motivation and participation in working life and thereby promotes employment opportunities.
Working life teachers conduct three-hour training in pairs through Teams.

1.2.2 End users

The target group is all corporate employees who mentor students and are interested in acting as student workplace instructors. The training and support of workplace instructors in guidance work strengthens the commitment to students and the commitment to cooperation with educational institutions. High-quality support for working life promotes students' commitment to studies and supports students professional growth, and potentially speeds up students' completion and transition to working life. Committed and motivated workplace instructors with the tools to support students in their professional growth and development receive updated theoretical knowledge in the field of education from students.

1.2.3 Functions

Counselling expertise is student-centred activity and helps with participation and attachment to the work community. High-quality workplace guidance streamlines the working life cycle and ensures that the degree is completed. A good working life experience promotes the student's attachment to working life after graduation.

1.2.4 Goals

High-quality workplace guidance aims for students to graduate and find employment. In addition, good workplace guidance ensures consistently good quality and necessary skills needed in working life. The importance of good workplace guidance is emphasised in the commitment of students, providing positive experiences and promoting graduation.
Committed and motivated workplace instructors with the tools to support students in their professional growth and development. Instructors also receive updated theoretical knowledge in the field of education from students.

1.2.5 Output

The workplace instructor introduces, guides, evaluates the students' skills and at the same time learns themselves. Workplace instructor training develops supervisory skills and supervises and instructs workplace instructors in student supervision.

- The awareness of the workplace instructor regarding the support and counselling process and the counselling needs of the on-the job learners.
- The improved knowledge and skills of the workplace instructors in guiding the students.
- Enforced cooperation between the educational institution and the companies.

2. Phases and activities

List of phases of the practice:

- Phase 1: Training marketing and preparation for training
- Phase 2: The target group and participants of the training and their industry are identified
- Phase 3: The structure, implementation and reflection of the training
- Phase 4: Final feedback

2.1 Description of phases and activities

Phase 1: Training marketing and preparation for training
Workplace instructor training is actively marketed on the training provider's website. An electronic training brochure is available on the website. In addition to the online marketing, teachers advertise and take training brochures to workplaces. Communication Department of the educational institution markets training in various contexts. Working life teachers send an electronic training brochure to the partners also via emails.

Activity 1A.
Preparation of marketing materials (brochure, email template) and the regular updating of the company contact information.

Activity 1B.
Information of the training is published via website. Marketing is also done to the companies via targeted information distribution by sending emails to companies. Already existing email listings and contact information databases are benefitted at this point.

Activity 1C.
Interested training participants registrate via website. Registration closes a week before the start of the training. The minimum number of participants is 8 and the maximum is 25.

Phase 2: The target group and participants of the training and their industry are identified
The task of the first phase is to find out the size of the group and the background information about the participants so that the training serves the participants and their needs in the best possible way. Wherever possible, efforts are made to adapt the content of the training to the identified needs of the participants to create a training that serves the participants as well as possible. A general content framework is used at the trainings, and it can be modified if needed.

Activity 2A.
The training providers receive the number of participants in the training and their contact details from the institution's working life coordinator.

Activity 2B.
The facilitators make a welcome letter and provide Teams link to the training, which the institution's working life coordinator sends to the training participants by e-mail the day before the training.

Phase 3: The structure, implementation and reflection of the training
A general content framework is used at the trainings, and it can be modified if needed according to the wishes and needs of the participants. The training is carried out through Teams. The expectation is that every participant would have their own computer. Participants must also have a working internet connection, a camera and a microphone.
The following things are always covered in the training:
1. Early-stage planning
- PCPD (Personal Competence Development Plan) and the qualification requirements guide planning
- workplace instructor as a briefer and instructor
2. Learning at working life guidance
- different kind of learners, multicultural guidance
- demonstration plan from feedback on competence development
3. Skills assessment
- this is how I succeed as an evaluator
- skills assessment
- deciding on the assessment
Training priorities can be tailored to the needs of the target group. However, in a way that current and the essential information is always addressed in the training.

The goal is to provide a conversational, reflective and interactive training. A safe atmosphere allows sharing of experiences. In the training, there is an opportunity to reflect on one's own leadership, role and interaction as an instructor.
Participants are involved through chat discussions and working in small groups.

Activity 3A.
The presentation of the training content, the trainers and the participants.

Activity 3B.
Going through the different sessions and parts of the training content.

Activity 3C.
Ongoing possibility to ask questions in a flexible way by either asking the question or placing it to the chat forum.

Phase 4: Final feedback
The feedback is collected after each training from the customer satisfaction point of view. The collected information is used to develop and improve the trainings on a regular basis if needed.

Activity 4A.
At the end of the training, participants will be asked about their thoughts and feelings about the training, as well as development ideas and feedback on the training.

Activity 4B.
The day after the training, the institution's working life coordinator will send participants a training feedback questionnaire.

3. Resources

Players:

- Working life teachers: Working life teachers design the contents of the training, process and update the training materials. Working life teachers make cover letters for training and Teams links. Working life teachers are responsible for the pedagogical quality of education and its development. The training uses a variety of working methods, such as chat, working in small groups, working in pairs, independent reflection and other joint reflection.
- Working life coordinator: The coordinator will send cover letters, a Teams link and registration links to the electronic system the day before the training. After the training, the coordinator will send an electronic feedback questionnaire to the participants. Upon request, participants will receive a certificate of participation/attendance from the working life coordinator. Based on the feedback questionnaire, the coordinator compiles a summary of the training evaluation.
- Workplace instructors: Invitations and a Teams link to the training will be sent to the workplace instructors participating in the training. Workplace instructors actively participate in the implementation of the training by discussing and commenting on the topics and themes of the training. Workplace instructors are experienced professionals in

their field who have a good substance knowledge about the profession but not necessarily guidance skills or guidance skills need to be updated. Employers of workplace instructors provide access to training during working hours for those who participate or are willing to attend training.

Tools:

- PowerPoint presentations
- Electronical information channels and platforms
- Teams

Spaces:

The training is carried out on the Teams platform

4. References and further contents

- Ohjaan.fi -website (Ohjaan.fi | Tukea ja työvälineitä työelämässä oppimisen ohjaukseen)
    - Learning at working life checklist for the workplace instructor
    - Competence assessment guidebook for the workplace
- Selkokeskus
- National Board of Education's National Vocational Education Qualification requirements -website
- Act 531/2017 Vocational Training Act

10

Practice name:

Employer Cooperation

Position in the practice mapping

Transition to work – Placement and matching

Organization

Omnia

Co-funded by the
Erasmus+ Programme
of the European Union

Employer Cooperation

1. Practice journey

1.1. Synthetic description of the practice

Business Coordinators in Omnia Skills Center help and assist employers to find suitable employees, generate ideas of paths to employment, and give counselling services of government-funded support systems to make the employment happen.

1.2 In-depth description of the main elements

1.2.1 Subject

The Business Coordinators build and maintain relationships and cooperation with employers (companies, municipalities, third sector etc.). They search for suitable employees from the customers of OSC and job opportunities from the employers in cooperation. They also create solutions to problems and find new ways to employ the customers of the OSC. The business coordinators give guidance and advice considering different types of support systems for employment. They act as an intermediary between the jobseeker and the employer to ensure success of the employment of training or working relationship.

1.2.2 End users

The employers in cooperation offer to the jobseekers' actual workplaces, and/or places of practice and work try-outs. They get useful information from the Business Coordinators how to use different kinds of government-funded support systems to ease the financial difficulties to hire employees. They employers generate ideas with the Business Coordinators to help the employment happen and create paths to employment. They get support and advice to act with workers with immigrant background and get help like language support. They get pre-checked candidates for the jobs who Business Coordinators see as suitable candidates.

1.2.3 Functions

Business Coordinators help to find suitable candidates and they ease and shorten the recruitment process. They help with communication with the candidate and guide the candidates with issues concerning the employment relationship. Generating new ideas is part of tackling the possible obstacles of the employment. Counselling and informing about the support systems is important to spread the information of different types of support and how to apply for them.

1.2.4 Goals

Creating new solutions to matching problems and to make the employment happen is helping employers to find workforce and help the jobseekers with immigrant background to be part of the working life.

1.2.5 Output

Employment relationships created, internships, work try-outs, apprenticeships. The economic, psychological, social wellbeing, etc and well-being on all sides resulting from employment.

2. Phases and activities

List of phases of the practice "Employer cooperation"

- Phase 1: Building employer partnerships and maintaining the cooperation
- Phase 2: Matching
- Phase 3: Employment models

2.1 Description of phases and activities

Phase 1: Building employer partnerships and maintaining the cooperation.
The goal is to find employers to whom it is possible to refer jobseeker clients, including finding employer needs that we can meet, and the ability to create and maintain client relationships. The result is to find employers who have needs in workforce and are open to hire jobseekers with lower language level and with who it is possible to work longterm. The duration of this process is undefined and on ongoing all the time: finding new partnerships, connecting with new people, keeping and evolving the existing relationships.

Activity 1A: Finding new partnerships
Finding and locating employers from public sources through networks and building foundation to cooperation. This includes cold calls, cold emails and/or meeting employer's representatives in events or through networks. Arranging and holding initial meetings to discuss opportunities for cooperation, discuss the benefits of cooperation and what added value the possible cooperation offering is to them, and telling the results of existing relationships. Selling the concept to the employer is the key element in the beginning of the cooperation.

Activity 1B: Maintaining the cooperation
Maintaining good and working partnerships needs a lot of work and activity from Business Coordinator. It is necessary to have meetings and regular communication via phone and/or e-mail. The communication includes informing about the activities going on, generating ideas and paths of employment, giving and getting feedback from cooperation actions, and offering suitable candidates to the employer. It is important to have success stories of employment during the cooperation but also deal with the difficulties in the possible employment relationships in an effective manner. The job is to make the employers work easier by assisting and sharing information.

Phase 2: Matching

This phase aims to fulfil the employers needs by matching as many jobseekers to open positions as possible. The result is to succeed in connecting jobseekers to jobs and fulfil employers needs through creating different kinds of and working paths to employment and tackle the possible obstacles of employment. The durations varies but the sooner it is possible to answer to the needs of employer the better.

Activity 2A: Matching jobseekers with the jobs:
Business Coordinator tries to match the jobseekers with the open positions when in the cooperation with employers comes up job opportunities. Business coordinators work closely with the job seekers, and they know their background, life situation, education, working experience and language level. This helps them to search for and pre-select suitable candidates which are presented to the employer. This decreases the employers' workload in the recruitment process and increases the chance to the jobseeker to get an interview and possibly to get hired. Business Coordinator also discusses about the job requirements with the jobseekers, so they know better what the job includes (such as location, working hours, salary, legislation, tasks etc.). The matching process can have many different forms and it´s always agreed with the employer. Here couple examples:

- Sending CV and short introduction of the candidates
- "Selling" the candidates in phone conversation and sending the CV.
- Helping the candidates to fill a formal application (for example through company website) and sending a heads-up to the employer about the candidates
- Helping the candidates to fill a formal application (for example through company website) and writing a key word to a place that is agreed together to notice the candidates that come through Business Coordinator

Matching usually includes also using different employment models (presentation in Phase 3). Helping employers to see opportunities in the jobseekers through various tools lowers the employment threshold. Clear and direct communication on supply side and vice versa is important, so that expectations and outputs match, and the parties are satisfied with the cooperation.

Activity 2B: Targeted recruitment events
Small, targeted recruitment event is favourable when the employer in cooperation has a need to fill several positions. The number of candidates is depending how many open job opportunities is there, how much time there is for Business Coordinator for the pre-selection, how many employer´s representatives are participating and how much time there is to use. The employer discusses with the Business Coordinator about his/hers needs and Business Coordinator makes shortlisting of suitable candidates based on the employer's needs. Business Coordinator sends the CVs of the candidates to the employer in advance and arranges a live meeting (or alternatively online) to the parties. Business Coordinator is instructing the candidates and the employer on the practical arrangements. During the event, the employer's representative will explain the company's operations, vacancies and expectations, after which the employer's representatives will interview the jobseekers one by one. The Business Coordinator and the employer´s representative agree the timeline and follow-up together: when the selection is made, who is announcing to the candidates of the selection, what kind of feedback the candidates will receive and who is giving it. It is also important to ask feedback to the Business Coordinator of the event: how suitable were the candidates, how many they are planning to recruit, do they need more assistance with the

employment (other support or help) and did they find the event successful. This helps to maintain a good and working relationship with the employer.

Activity 2C: Introcutions of the employers

The employers can also introduce oneself to the jobseekers without the need to recruit and/or do interviews right away. This introcution helps the jobseekers with immigrant background to get to know the different opportunities with different employers and meet the representatives directly face-to-face or via online meeting. The employers can this way sell themselves as interesting employer and meet potential workforce and the jobseekers have the chance to learn different employers and their policies and ask questions. This decreases the prejudices mutually.

Activity 2D: Direct requests

Employers in cooperation can also request the Business Coordinator for suitable candidates to open positions by e-mail or phone call. Because Business Coordinator is working very closely with the jobseekers, he/she can give direct answers or supposition if there are suitable candidates or not. After that the Business Coordinator will pre-select candidates and introduces them to employers according to how it is agreed. The Business Coordinator is preparing the candidates to the interview. Asking for feedback of the candidates is important considering the continuation of the cooperation.

Phase 3: Employment models

Important part of employer cooperation is to generate different employment models which suit to different jobseekers in different life situations and with different backgrounds. The models work as paths to the employment. They lower the employment threshold and ease the decision of employment and jobseekers transition to working life. Different employment models may have different timelines according to the content of the model and possibly the laws and regulations of the employment relationship and/or support systems used. These different support tools are used in a flexible way to build employment pathways based about the jobseeker and the success in the workplace.

Activity 3A: Paid employment:

The client is employed in a regular paid employment relationship. This employment is implemented without any government-funded support systems, and it is a wanted and targeted goal and solution after the other paths.

Activity 3B: Internships and work try-outs

An internship is short term learning experience in a workplace. The internship can be arranged if the jobseeker is currently studying, and the studies include a practice period. The Business Coordinator is encouraging the jobseeker to find a place for internship by himself/herself but when needed Business Coordinator will use his/her network to find a place to do the internship. The internship usually lasts some weeks or few months, and the meaning is to learn the tasks involved in the job description, have working experience, learn the language and vocabulary used in the workplace and to get to know the working culture. The employer on the other hand has an opportunity to find good future workers and to get helpful hands to the workplace. It must be remembered that the intern never works alone but has a tutor at the workplace. Good internship opportunities can lead to an employment relationship.

If jobseeker is not studying and cannot have a status of an intern, he/she can apply for a work try-out at the workplace. A work try-out is unpaid work during which he/she will have the unemployment benefit from the government. The duration varies between 1-12 months but with same employer up to six months. The meaning of the work try-out is - for the jobseeker - to test how he/she can manage at the workplace and if the work is suitable for him/her. It is also un opportunity to show to the employer suitability to the job. It can also have a purpose to update skills or test ability to work. For the employer the work try-out lowers the threshold to hire the jobseeker as the employer can see and value the jobseekers' abilities to manage the job without longterm commitment and without financial risk.
The Business Coordinator is following closely the success of the internships and work try-outs with both the jobseeker and the employer, to clarify ambiguities, to give feedback and for its part, to contribute to the formation of an employment relationship after the internship and/or work try-out. Internship and work try-out may also occur sequentially.

Activity 3C: Subsidised employment relationship
In some situations, the employer can apply from the municipality and/or government subsidy for wage costs. The subsidies are often admitted when the employer is hiring a jobseeker who is currently unemployed and has a status as a jobseeker in the municipality systems. These subsidies are encouraging the employers to hire unemployed people, many times with less working experience, and lower language level. These subsidies are granted for a limited period and the length of the period is depending how long the jobseeker has been without an employment relationship, the duration can be 12 months as longest, and the amount varies between 30% - 50% of the wage costs. The role of Business Coordinator is to inform employer of this opportunity, to check if the suitable candidate has the status to apply the subsidy, and to help the employer to apply it if needed. The subsidy gives the employer the chance to see for a longer period how the jobseeker is handling the job with lower financial risk. The subsidised employment relationship is apart from the subsidy a normal employment relationship. The employer can continue the employment relationship normally after the subsidy ends, and that is the hoped result. It is common for the subsidised employment relationship to be preceded by a work try-out.

Activity 3D: Working and studying with apprenticeship contract
Apprenticeship contract means vocational learning at work and alongside work. The jobseeker/student works in a paid employment, learning their trade on the job, while completing theoretical studies at school. The employer gets an employee who will eventually graduate to a profession and is more likely commits to the employer and probably stays more likely at the workplace after graduation. The employer can also apply for subsidies from the government for the wage costs. After the graduation the employer can continue the contract in a normal manner. The Business Coordinator can inform the employer in cooperation of this opportunity and depending on the jobseekers' background, recommend this tway to employ the employer. The Business Coordinator can also help to start the process acting between the school and employer.

Activity 3E: Language support
Language support for jobseekers is provided in the workplace, to strengthen their professional language skills and increase the language awareness of the work community. The language support is provided by Finnish as a second language teachers. The language support can be provided to the employer and jobseeker in different kinds of work relationships: from work trial to a job or a job with a wage subsidy. The period is around 2 to 3

months, during which the jobseekers get to know and orient themselves to work on the employer's premises. At the same time, the jobseekers will receive language support from the teachers to help them master the professional language. If there is a trial period, the aim is that after the trial period the jobseekers will be ready for paid employment with the employer. The model has been implemented in a group format, with a group of jobseekers (usually 10 to 15 people) going to the same employer, and in individual pathways.

3. Resources

Players:

- Business Coordinator: The Business Coordinator play key role in the employer cooperation. They build and maintain the relationships and act actively with the employers and the jobseekers and between those two. They keep the processes together and maintain the networks.
- Employers' representatives: Typically, e.g., CEO, unit manager, entrepreneur, HR specialist, or workplace mentor. They make assessments, selections, interviews and decisions on the admission of jobseeker clients to the workplace in cooperation with the Business Coordinators.
- Employers’ tutors: When the jobseeker has started working and the Business Coordinator follows up the employment, the communication with the tutor of the workplace is important to have necessary feedback of the performance of work. Sometime the tutor is the same person as employer’s representative.
- Jobseekers: in this case the jobseekers are all customers of Omnia Skills Center, and they take part of the activities of the Skills Center, and they have the multi-professional services of the Skills Center, Business Coordinators being part of that. They have a formal status as jobseekers in the municipality.
- Municipal Employment Services: Cooperation considering the city pay subsidies, recruitment events, employer meetings, etc.
- Instructors: E.g., Vocational training institutions, private training providers. Organising the educational part of apprenticeships, training in cooperation with working life, etc.
- Other services to promote employment: E.g., third sector organisations promoting the employment of migrants
- Finnish as a second language teacher: The teachers will visit the workplace as needed to provide language support enabling employment. Business coordinators develop language supported employment models in cooperation with L2 teachers.

Tools:

- Digital material: There is material to present to the potential cooperation employers the activities, possibilities and results of the cooperation with the Business Coordinators. There is also material to present different types of subsidies to the employers.
- Register of jobseekers: There is a formal register of the jobseekers in Omnia Skills Center which help the Business Coordinators to search and be on track with the background and skills of different jobseekers and it laso contains the CVs of the jobseekers. This is helping when doing the matching to the employers.
- Register of employers in cooperation: The formal register if helping to make notes and stay on the map with different parties of cooperation, and also share information between the Business Coordinators to prevent duplication.

Spaces:

Communication with jobseekers through live meetings at Omnia Skills Center premises, employer's premises, via Teams, and by phone, email.

Communication with employers at the employer's premises, job search events, via Teams, by phone, and email.

11

Practice name:

Multidisciplinary Career Counselling

Position in the practice mapping

Transition to work – Placement and matching

Organization

Omnia

Co-funded by the
Erasmus+ Programme
of the European Union

Multidisciplinary Career Counselling

1. Practice journey

1.1. Synthetic description of the practice

The multidisciplinary career counselling identifies clients' set of resources in terms of competence, skills, education, abilities, health, jobseeking skills among others by using the multidisciplinary staff of Omnia Skills center and different activities in it, in sight to "connect the dots" and solve the problems which are holding the person back, and to guide the client to to the right kind of services.

1.2 In-depth description of the main elements

1.2.1 Subject

The multidisciplinary career counselling includes several Omnia Skills Center workers working together aiming to help the customer to move forward in life. Primary career councelling is given by a Career Councellor who is responsible of the path of the client, and he/she travels with the customer throughout the customer relationship. Other parties given the counselling services are for example Work Life Coaches, Finnish as a second language teachers, Social Counsellor, Business Coordinators, and Personal Coaches. Different counsellors work within Omnia Skills Center, but they come from different organizations, so the customer is receiving multidisciplinary and comprehensive counselling from one service.

1.2.2 End users

The customers of Omnia Skills Center are receiving multidisciplinary and comprehensive counselling just by being a customer of the Omnia Skills Center. For this reason, the customer does not have to ball between different organizations and entities but gets all the services they need from one place. It lowers the stress and eases the everyday life of the customer. To be able to be a customer in the Omnia Skills Center they must meet the following conditions: they are immigrants residing in the city of Espoo, who are of legal age and are unemployed jobseekers. The client must be able to read and write Finnish at a satisfactory level and be ready for full-time work or education.

1.2.3 Functions

The multidisciplinary career counselling is meant to identifie clients set of resources in terms of competence, skills, education, abilities, health, jobseeking skills among others by using the multidisciplinary staff of Omnia Skills center. They are interviewed by the Career Counsellor, who guides the client to an assessment. After the assessment, the career counsellor works with the client to draw up a plan and assesses the client's service needs. According to the interview and assessment the Career Councellor makes a plan with the customer what kind of support and assistance he/she needs and the customer reveices comprehensive and multidisciplinary services accordingly from the Omnia Skills Center from different kinds of professionals.

1.2.4 Goals

The target is to to "connect the dots" and solve the problems which are holding the client back, and to guide the client to the right kind of services. Guidance and counselling discussions aim to achieve an open, participative, and two-way discussion. It encourages the client to outline a solution, focusing on the major changes that will affect their lives (Peavy 1999). The aim is to give the client all the support and guidance they need to achieve their goals or to find a solution to their challenges.

1.2.5 Output

The result of this practice is multidisciplinary and comprehensive counselling services, where the customer gets all the services from one place and gets solutions and possibilities to advance into education or employment. The multidisciplinary counselling is aiming that the client gets employed or finds the vocational education and training of his/her own choice to boost the chance of employment in the future.
The outputs of Omnia multidisciplinary career counselling consist of the clients' ability to:

- identify their competencies
- make realistic plans for their career
- search for work by themselves
- apply for studies by themselves

2. Phases and activities

The Phases are from a career counselor's perspective, to show the path of the customer in the activities of the Omnia Skills Center and to present the different multidisciplinary counsellors within the Omnia Skills Center who work with the customer.
List of phases of the practice "Multidisciplinary career counselling"

- Phase 1: Client contact
- Phase 2: Initial interview and assessment
- Phase 3: Client's pathway plan
- Phase 4: Post-processing

2.1 Description of phases and activities

Phase 1: Client contact
The aim of contacting the possible clients is to clarify the client's needs for the initial meeting and to explain roughly what Omnia Skills Center is, the purpose of the meeting and the documents required. The Career Counsellor gets information and first-hand information of the client to prepare the initial interview. The new possible clients are jointly screened by the Omnia Skills Center Career Counsellors and Personal Coaches weekly. The phone calls (first contact) are made as soon as possible to set the initial interview which will be as soon as possible depenging on the schedule of the Career Counsellor and the possible client.

<u>Activity 1A: Jointly screening the possible new clients</u>
New possible clients are jointly screened by the Omnia Skills Center Career Counsellors and Personal Coaches, and each client is assigned to a Career Counsellor. The Career Counsellors and Personal Coaches have only a basic information of the client before he/she becomes a

customer of Omnia Skills Center. The profiles of the clients are also reviewed to check if they belong to Omnia Skills Center target group.

Activity 1B: Contact
After assigning the possible clients to the Career Counsellors, the Career Counsellors contact the possible clients by phone and make an appointment for the initial meeting, i.e., the initial interview. During the call they will also check whether the client may need an interpreter for the first meeting. The client will be asked to bring any previous certificates from his/her studies and work to the meeting. The aim of contacting the possible client is to clarify the client's needs for the initial meeting and to explain roughly what Omnia Skills Center is, the purpose of the meeting and the documents required.

Phase 2: Initial interview and assessment
The goal of the initial interview is to understand and assess the client's situation, and study and work background through discussion and interview. At the end of the interview both Career Counsellor and the potential client will discuss if Omnia Skills Center would be a suitable service for him/her. The initial interview lasts about an hour. After the initial interview and valuation, the client will have an assessment of his/her Finnish language skills, goals and resources, and depending on the personal goals of the client, also mathematics and digital skills. The assessment is organized as soon as possible, and the client will participate the assessment sessions for one week. The assessment together with the initial interview will give the Career Counsellor the tools to valuate the profile of the customer which helps to plan the path and the needs of the client.

Activity 2A Initial interview
The interview is implemented face-to-face meeting or by phone. The initial interview has its own form and targeted questions, which are also used to fill in the client's profile to the customer register. The questions in the initial interview mainly concern education, work and internship experience as well as the client's life situation. The purpose of the initial interview is to get to know each other. The Career Counsellor will therefore explain deeper the services of the Omnia Skills Center and the multidisciplinary cooperation and what the Omnia Skills Center team consists of, i.e., different professionals and professions in the team, which has the aim of employment for the client, who will receive full support from different professionals. The discussion and responses in the initial interview build a knowledge base about the client's background and needs for support towards employment. They also provide a preliminary definition of the client's service needs and competence stage before the assessment and other services. For example, a referral can be made to a nurse or social worker in the same team. Multidisciplinary cooperation allows the career counsellor to tailor the appropriate initial support and employment services for the client from the beginning.

Activity 2B Assessment
As part of the initial service process, an assessment will be made after the initial interview. All clients' Finnish language skills are assessed by Finnish as a Second Language Teachers in order to find out to what extent the client needs support and assistance, and to which service or training they can be referred to depending on the objective. At this stage, a professional measure is taken, i.e., the Finnish as a second language teacher's recommendation for the client's further guidance. In addition, if at this stage a client is identified as needing special learning support, they may be referred to Special Needs Teachers in the same team. The assessment phase also identifies the client's goals and resources, i.e., his/her other life

situations that may affect the client's employment. In this context, the client may access an appropriate internal or external support service, if necessary. Depending on the goal, if the client starts one of the trainings of the Omnia Skills Center, either to strengthen vocational skills or to orient him or her towards vocational fields, his/her mathematical skills will be assessed at the beginning of the training. If, on the other hand, the client starts with job search training - the second service package of the Omnia Skills Center - his/her digital skills, i.e., computer skills, are also assessed in order to develop their job search skills.

Phase 3: Client´s pathway plan
The Career Counsellor will draw a pathaway plan to the customer which is meant to give a guideline to the customership. The plan is actual document which have been approved by the Career Counsellor and the customer. The pathaway plan is made as soon as possible after the assessment and it is discussed with the customer often by phone. The discussion takes at the maximum 30 minutes. If the plan changes during the customership, a new plan must be drawned and it needs to be discussed together and have an approvement of the Personal Coach who takes care of the employment plan of the customer.

<u>Activity 3A: Drawing the plan</u>
The career counsellor is responsible for drawing up the client's pathway plan. The aim of the pathway plan is to offer the client a wide range of service options available at the Omnia Skills Center (e.g., Omnia Skills Center trainings, job search training, work trial etc.). A pathway to follow during the customership is being agreed on together with the customer, and the client will be given information to consider further orientation. The plan guides the client to make realistic decisions about educational choices and future employment plans. This is done twice; at the beginning after the skills assessment and after the client has completed the training at the Omnia Skills Center. The latter is done in cooperation with the Personal Coaches, who are responsible that the employment legislation is followed, and they also update the official employment plan.

Phase 4: Post-processing
The post-processing includes monitoring and further guidance. Monitoring of the customership is meant to check, review and collect information on the implementation plan. It consists of a set of rules and engagements that will ensure that the drafted plan meets its intended goal. If the plan is not followed or the Career Counsellor observes that the customer is not proceeding, he/she can value the plan and goal of the customer and make changes to it with the customer. The aim of the further guidance is to assist the client to implement their own plan and to support them through their journey with the help of the multidisciplinary team in case they have not achieved their goals after attending the services offered to them. This guidance is especially aimed at clients who have not yet succeeded in finding a place to study or a job after completing job search coaching or a training at the OSC. This phase takes place throughout the entire client service process and it´s ongoing as long as the customer attends to the Omnia Skills Center services.

<u>Activity 4A: Monitoring</u>
The monitoring is executed by client's self-monitoring, conventional monitoring and database monitoring, and it starts as early as during the plan drafting. The monitoring can be described as a multilevel continuous task of gathering information about the progress of the services as agreed in the drafted plan (education, job searching, health etc.). The main goal is to collect the necessary information, as real-time as possible, on the feasibility and the progress of the

plan. The process of monitoring involves all parties affecting the outcome including the client (through self-improvement), multidisciplinary personnel and the tools available to exchange information

Monitoring variables: Omnia Skills Center monitoring variables are a set of parameters that are relevant to the success of the client's plan which in turn is a major key to the employability of the Omnia Skills Center client. Some of those parameters as described in *Fig 1* can be monitored in close cooperation between our multidisciplinary team members (social services, healthcare services, coaches, special needs and language teachers, employment experts etc.).

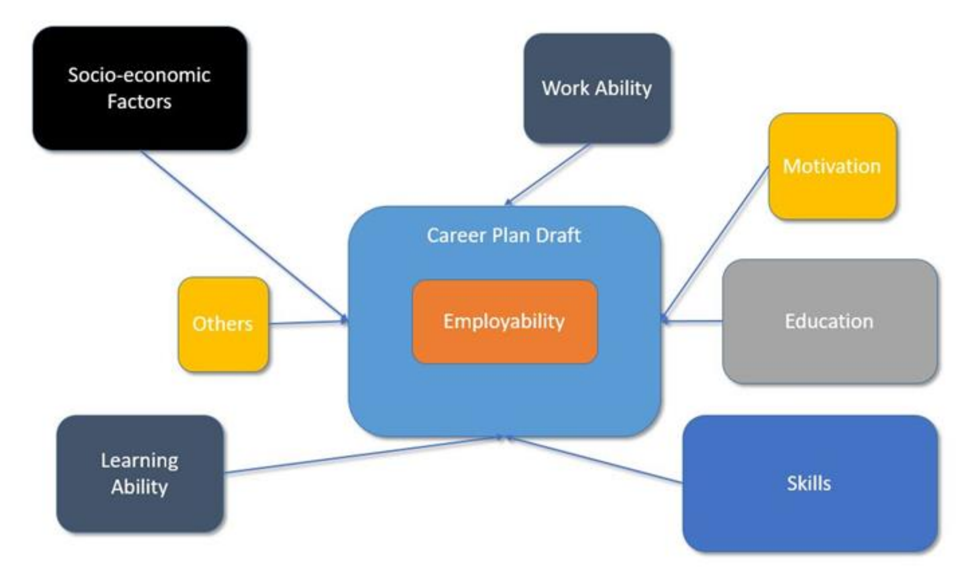


Fig 1: Factors affecting OSC client's career planning in a multidisciplinary environment

Monitoring methods: Monitoring methods have many dimensions, depending on the service it is designed for monitoring. A monitoring method can be a checkpoint system as in vocational education or career coaching respectively or it can work through data synchronization, which means data is entered by different people to serve the same purpose of validating the plan. For example, job searching data to help Career Counsellor monitor the activity of our customer.

Within our scope of work, we have identified three monitoring methods shown below.

Fig 2: Monitoring methods as identified in Omnia Skills Center

- Self-monitoring method: the client sets his/her own targets and achieves them within the time frame agreed upon and informs periodically the career counsellor about possible changes.
- Conventional monitoring method: Study and job search monitoring information is exchanged between the multidisciplinary team members through calls and emails. This method is used in daily client interactions and usually requires relatively small amount of intervention by Career Counsellor.
- Database-facilitated monitoring method: Monitoring information that are entered, indexed, or reported in Omnia Skills Center customer register and information system. For example, preliminary test results in vocational studies, learning progress, motivation, absence, client's activity etc., this method provides an excellent solution for long-term monitoring

Being central to the success of the client's plan, monitored data must convey to the career counsellor for post-processing purposes.

Monitoring as a tool to improve the Multidisciplinary Career Counselling services: Monitoring data helps us evaluate the effectiveness of the provided services. It also helps to recognize different challenges within Multidisciplinary Career Counselling operations. With a multidisciplinary team the Multidisciplinary Career Counselling monitoring tasks are multilevel and non-linear form.

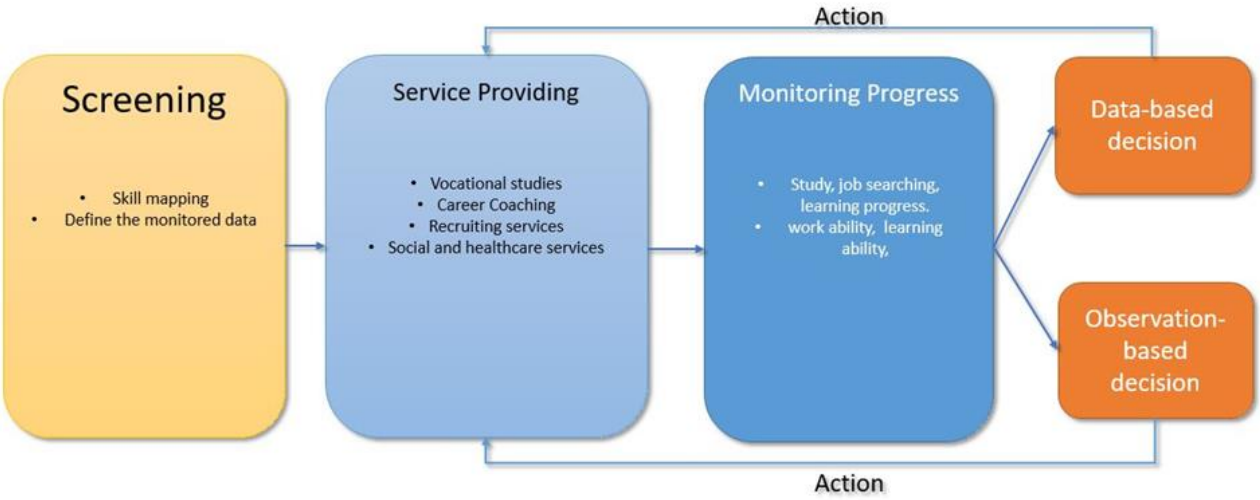


Fig 3: Monitoring progress interaction in OSC's multidisciplinary environment

Fig 3 shows how monitoring progress in Omnia Skills Center affects the provided services through a feedback system of data, and observation-based decisions. The monitoring data is used as a statistical tool to measure different parameters (for example client's activity, clientship, responsiveness etc.). In many cases this data may reveal patterns in client's employability that need to be analyzed and addressed.

Monitoring, in this context, does not only serve the sole purpose of helping the client achieve his/her goals, or tracking certain performance parameters, but also is an instrumental tool in improving our services in Omnia Skills Center.

<u>Activity 4B Further guidance</u>

The aim of the further guidance phase is to assist the client to implement their own plan and to support them through their journey with the help of the multidisciplinary team (the full list of players is to be found in 6. Resources) in case they have not achieved their goals after attending the services offered to them. This guidance is especially aimed at clients who have not yet succeeded in finding a place to study or a job after completing job search coaching or a training at the Omnia Skills Center. The purpose of the further guidance is to activate the client to implement their own plan. The client is supported by guiding them to vocational training or work trial, providing information about jobs, helping them to find a job and arranging meetings with employers. The support is provided in close cooperation with business coordinators, job coaches, personal coaches, or other parties.

3. Resources

Players:

- Career Counsellor: Works as a main counsellor for the customer and is responsible of the path of the customer. He/she works as a link between the different multidisciplinary professionals.

- Personal Coaches: Personal Coaches work in pairs with Career Counsellors to support the clients, to guide them to agreed services and make appropriate decisions. They take care that the employment legislation and the employment plan is followed.
- Finnish as a Second Language Teachers: These teachers carry out Finnish language assessments during the assessment phase, and during the training period of Omnia Skills Center they teach different subjects in Finnish language so they can support the learning of the language.
- Special Needs Teachers: If the client needs special support in learning-related matters or has a high level of learning deficits, he/she can receive more individualised support from a special needs teacher in areas such as mathematics or writing and reading.
- Working life teacher: This teacher is working in the training period of Omnia Skills Center, and he/she is teaching an understanding of Finnish working life.
- Vocational teachers: Vocational teachers bring the basics of vocational training to the Omnia Skills Center training period and this way the clients will have an understanding and have better basics what is teached in the vocational school.
- Nurse: The client may see a nurse at any stage of the service. The client doesn't need to have a health problem to go to a health appointment. The nurse may also be consulted about matters related to client's ability to work.
- Social Counsellor: The social counsellor helps the client in challenging situations related to his/her financial situation, family situation and/or housing situation.
- Work life coaches: They support jobseeker clients referred by a career counsellor in job search and in identifying their own job search skills, etc.
- Business Coordinators: Business Coordinators help the clients guided by career counsellors to find suitable work or work trials. They do employment cooperation and also organise recruitment events.
- Study Counsellor: Helps the client to clarify questions about his/her career choice.

Tools:

- Customer register and information system: The customer register of Omnia Skills Center (called Wilma) has all the background information of the clients, and it is the main tool used for multidisciplinary career counselling. It contains summary of every contact and meeting with the client. It can be used by different "players" such as: Job coaching enrolment, client registration, log system, messaging system, customer activity alert, course timetable is few of the many interfaces that serve the purpose of providing and keeping track of the provided services.
- Teams: Because the workers in the Omnia Skills Center come from a different organization and have different organizational tools for communication, the Teams is offering an important platform for the workers of the Skills Center to communicate, have online meetings, and share information and documents. It is also a tool used in the training period of Omnia Skills Center by the clients and teachers, especially when studying needs to be done online.
- Interview form: The interview form is build to get the answers to have an idea of the customers situation and to help assess what kind of support he/she needs.
- Pathaway plan: A plan which is made after initial interview and assessment. It is an agreement between the Career Counsellor and the customer what kind of support and skills he/she needs and what is the goal of the customer during the customership.

- Information submission form: The client must sign a form to agree that the different kind of professionals in the Skills Center can change necessary information considering his/her situation. This is the base of the whole service that the customer doesn´t need to explain all the same things to different professional working in the Omnia Skills Center but they can change information with the permission of the customer. The permission can be ended at any time.

Spaces:

The Career Counsellors are situated in the offices where they meet the clients face-to-face. For example, the assessment, classes of Work Life Coaches and events of the Business Coordinators are situated on the premises of a vocational school in the classrooms.
Virtual environments are being used often as well. It's very common nowadays to have most of client's meetings through messaging and collaboration apps. These apps work perfectly in many scenarios.
Sometimes career counselling may find our clients a work placement. Mostly through recruiting services or language-supported trials.

4. References and further contents

- Peavy, R. Vance (1999). Sosiodynaaminen ohjaus. Konstruktivistinen näkökulma 21 (SocioDynamic Counselling: A Constructivist Perspective). vuosisadan ohjaustyöhön. Translated to Finnish by P. Auvinen. Helsinki: Gaudeamus.

12

Practice name:

Supported Employment Program

Position in the practice mapping

Transition to work – Skills development and consolidation

Organization

Lantegi Batuak

Co-funded by the Erasmus+ Programme of the European Union

Supported Employment Program

1. Practice journey

1.1. Synthetic description of the practice

The Supported Employment Program of Lantegi Batuak aims to enable the hiring of people with disabilities]. It offers resources and support, based on the Supported Employment methodology, which includes a whole process and itinerary for the insertion of these workers in the labor market. Its goal is to favor the employment of people with disabilities in the ordinary labor market, in all sectors, both public and private. The objective of this document is to explain the transition from supported employment to ordinary employment that people with disabilities make through the Lantegi Batuak Supported Employment Program.

Lantegi Batuak is a social business under the legal form of a Foundation created in 1983 by Gorabide, an association of families and people with mental disabilities. Nowadays, more than 3000 people (85% with disabilities) work in Lantegi Batuak, and one in every three of those with disabilities live in or around Bilbao. The enterprise operates in the outsourcing sector, with more than one thousand private and public customers, belonging to a wide range of activities (industrial and services). Lantegi Batuak bases his management on values centered on people, their participation, the social economy, sustainability, innovation and the search for managerial excellence.

In the 26 years of the Lantegi Batuak Supported Employment Program, we have facilitated 525 contracts for 360 people with disabilities and special insertion difficulties in 235 ordinary companies in Bizkaia.

Currently, 2022, the Program supports 130 people, 40% of them women, who work in 94 ordinary companies in our Territory.

1.2 In-depth description of the main elements

1.2.1 Subject

Following the itineraries of Social and Labor Inclusion that are developed in Lantegi Batuak (OS, SEC) and the training for employment that is promoted in the Organization, people with disabilities in LB take the step to ordinary employment. It is the Supported Employment Program of the Organization that carries out the whole process. This team is made up of a coordinator, labor prospectors and job coaches.

1.2.2 End users

Users of this Program are:

- People with intellectual disabilities.
- People with mental disorder.
- People with sensory disabilities.
- People with more than 65% of physical disabilities.

These candidates for ordinary employment come from Lantegi Batuak services and work centers (OS, SEC), training programs and waiting list.

1.2.3 Functions

Insert people with disabilities in the ordinary market.
After tracking the labor market and obtaing job offers that can be ocuppied by people with disabilities, insert these people following personalized training plans prepared for this purpose.

1.2.4 Goals

Achieve social inclusion, maximum development, and quality of life for people with disabilities in Bizkaia through employment. For this, the Program offers paid employment options in ordinary companies, both public and private. And by implementing resources and supports, achieve your self-determination, empowerment, and normalization in society

1.2.5 Output

The results of these practices are the support offered to both the user and the contracting company to obtain and maintain jobs. It is specified in advisory and selection tasks for the company and training, monitoring, and evaluation of the process for users.

2. Phases and activities

Before Hiring – before insertion

- Phase 1: Search for jobs and intermediation.
- Phase 2: Inventory of Jobs/position and analysis of the Jobs
- Phase 3: Recruitment

In the workplace – in the hiring

- Phase 4:Job training: Technical training and labor adaptation.
- Phase 5: Monitoring.
- Phase 6: Assessment.

2.1 Description of phases and activities

Phase 1: Search for Job and intermediation
Searching for jobs and detecting labor opportunities adapted to people with disabilities in the ordinary job market. Includes private and public sectors.

Activity 1A: Analyze market needs and opportunities.
It is about detecting sectors that can generate job opportunities.
To this end, a prospecting plan is carried out annually. The objective of this prospecting plan is to analyze and detect the sectors and companies in Bizkaia with the greatest growth expectative and creation of employment opportunities. Considering the needs of professionals that the labor market demands, the prospectors can determine the sectors with

the greatest growth or development and from there establish which companies are likely to launch a selection process in the short term.
The prospecting team develops flexible and adapted plans to the needs of the moment.
To facilitate the detection of employment opportunities, we analyze, on the one hand, the offers launched by companies -detected through employment portals, their own websites and/or networks. On the other, those sectors that are increasing their level of activity and may require new additions.
During the pandemic (2020 – 2021), companies in the chemical sector (hydroalcoholic gels), personnel protective equipment manufacturers (masks, gowns), companies in the logistics sector and food distribution companies and supermarkets have been prioritized.

Activity 1B: Contacts with companies
We would usually contact the companies by telephone. We try to speak to Management and/or Human Resources departments (people with decision-making power in companies) to inform about the Supported Employment program and set up a meeting day in which the documentation is delivered and our service is detailed. Contacts with companies are also made through various channels: LinkedIn, Facebook, employment portals (including some specifically for people with disabilities), and we also try to speak to people with decision-making power in HR or Management.

Activity 1C: Arrangement of visit
Face-to-face visits are scheduled to present the project, transfer information, and raise awareness of the entrepreneur.
We collect the previous information considering the scope of action, labor sector, work processes and possible professional profiles necessary in the company. At this stage, we can gather the necessary information and documentation for the visit, always considering what the needs of our clients are. This information is then used to arrange the face-to-face visit.

Activity 1D: Recruitment of the job offer
Labor intermediation assures that we chose the possible candidates that fit the job best.
Considering the needs and specificities detected during the visit, we analyze and stablish the profile of the possible candidates that we can provide to cover these needs.

Activity 1E: Advice on legal regulations
We also inform and advise companies on: Social Responsibility, bonuses, subsidies, and regulations on the hiring of people with disabilities.
The Spanish law compels companies with more than fifty workers in payroll to have at least 2% of people with some type of disability. Queries are often received regarding the process they must follow to comply.

Activity 1F: Collect information on public job offers
It is about being attentive and gathering information about the different public job offers requirements, dates, deadlines and required documentation.
In recent years, and specifically in the Basque Country, the Public Administration has adapted the access tests to public job offers for people with intellectual disabilities. Weave offered our students the possibility of being prepared for the exam, some of whom have already obtained a post and are working as civil servants in the public administration.
We also make sure that maintain a close relation with some of the companies satisfied by our service and that would be willing to employ more of our users. To that effect, we continuosly

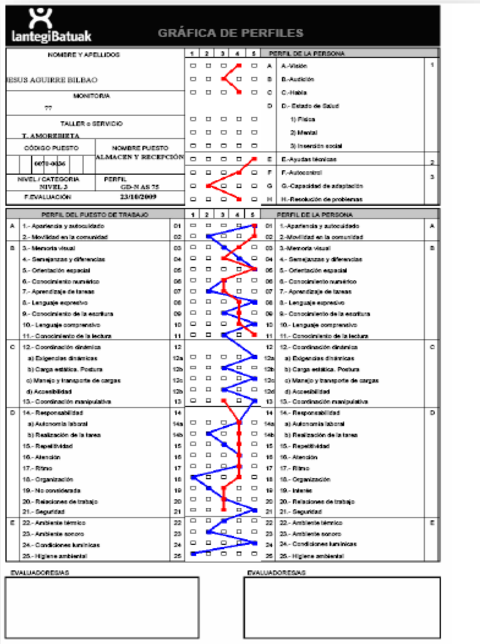
monitor the hiring needs of these companies to meet their needs as soon as possible. Besides improve both the intercompany relation and their loyalty to our program.
We use proactive strategies to make our motto -(that our users are) "100% capabl e" (of carrying out any task the will to)- known to the companies. They are often not unaware of the capabilities and tasks that our users can develop.
The prospector helps during the hiring process with all documents (paperwork). There are numerous requirements in contracting that companies sometimes do not know about, so the emphasis must be on strict compliance with legal regulations to guarantee the correct performance of the necessary procedures.

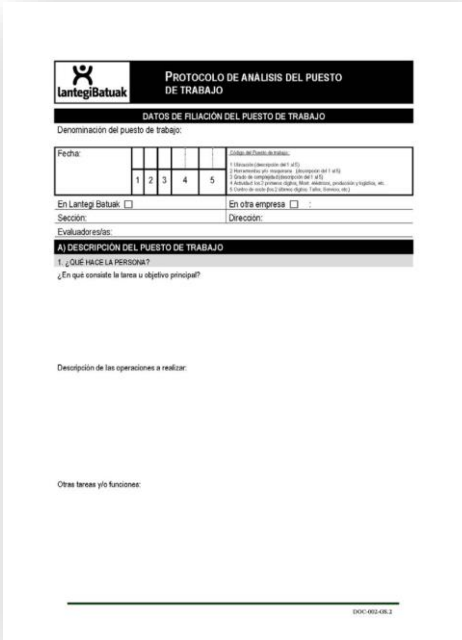
Phase 2: Inventory of Jobs/positions and analysis of the Jobs
Job analysis is a detailed study of a job. It is about collecting all the possible information about the characteristics, needs, location, requirement, etc.
This analysis is basic to make the selection of the possible candidate.

<u>Activity 2A: Inventory of Jobs</u>
In certain cases, prior to conducting the analysis of the position, the company requests to carry out an inventory of positions, which consist of drawing up a list of those job posts that might be suitable for people with intellectual disabilities.
The reason for this request is the lack of knowledge of the tasks or functions that can be carried out by the users of our program. To carry out this inventory, the prospector and the job coach set a meeting with the staff responsible of the company´s facilities to make a first screening of the jobs that for one reason or another could not be covered by people with intellectual disabilities.
The company's job evaluation is the usual tool used when carrying out this screening. Those positions that entail a high academic training are usually discarded. Those involving highly responsible decision-making are also questionable. The use of heavy or large machinery is usually another of the determining factors that lead to discarding other positions. The risk assessment of the jobs is also considered to determine which ones, due to the dangerous activities involved, are not suitable. Another reason that leads us to rule out different jobs is the versatility that they entail. In some activities the worker must work simultaneously on several machines, the impossibility of separating these tasks, on the other hand, not excessively complex, means that sometimes we cannot count on these positions either.

<u>Activity 2B: Analysis of the Jobs</u>
The job analysis consists of a detailed study of a job, using the LB "Profile Method" tool. This tool collects information on the person and the job and enables the correct adaptation of the task to the person, promoting teamwork and the application of common criteria. It collects and summarizes the information collected in the bedside sheets, the workshop tests, the follow-up sheets, the medical and psychological history, and the working conditions analysis sheets.
The job coach goes to the company's facilities and with the managers and workers of the company begins to gather information.
The detailed description of the job is made considering: the main task, the operations to be carried out, functions, equipment, machinery and necessary tools, potential risks, means of individual protection to be used, working hours.
We also consider the work relationships, the training and experience required, the attitudinal aspects and social skills required, the organization of work, the support it has, the degree of autonomy and the level of responsibility required, among other factors consider.

It is important to visit the facilities during the regular work process, to capture the reality of day to day and the possible alterations that may occur.
It is time to look at the interrelationships between the different operators.
The different company cultures are also to be considered. Its values, beliefs, habits, traditions, attitudes, experiences, both individually and collectively. This culture is the grouping of different basic shared concepts by all the members of the organization that directly influence their behavior.
Furthermore, since we want to know the demands and conditions of the job in depth, it is important to know first-hand the opinion of the operator or worker who performs these tasks. This figure can give us information about the conditions of fatigue, repetitiveness, access, manipulative ability, approaches to consider and other conditions that only day-to-day work and experience in the position can provide us.





Phase 3: Recruitment
Once the Analysis of the Job is done, the demand is sent to the socio-occupational development department to star the recruitment process.
The recruitment process is based on a “Profiling Method” which helps us finding the person from LB that fits the job best.
For this we take all relevant information and in the profiling we need to contrast the variables of the person with the variables of the position.
To start a personnel selection process, it is essential to know what the needs of the company are. These needs have been detailed in the job analysis and job profile. This analysis also defines the basic requirements that the new worker must have, the functions to be performed, the position to be fulfilled, the workday to be performed, the necessary skills to be able to carry out the position, as well as the remuneration. It is also necessary to consider and be clear about the organizational culture of the company and how compatible is with the

candidate. Other relevant factors concern soft skills and competencies, such as teamwork, the ability to solve problems, flexibility, adaptability, among others. The more detailed the job offer is (which entails an equally detailed job analysis), the more carefully we will have to assure that the candidates have the specific requirements for the job post.

Phase 4: Job training: Technical training and labor adaptation.
Once the person is selected, the job is offered. This offer is made in a meeting with the selected person and the family.
The family is one of the most influential factors during the taking up process. The normalization and integration of a person with a disability cannot be effective until the family environment, indeed, normalizes this new situation. It is usual form families adopt an overprotective attitude towards the disabled person. This attitude prevents our users from developing the needed autonomy to be self-sufficient in an ordinary environment. Sometimes defensive or undervaluing attitudes towards the person with disability are observed. To overcome this situation, we assist and advice the families on how to behave in this new context.
After the candidate and his family accept the job offer, the presentation is made to the company.

<u>Activity 4A: Presentation of the candidate</u>
After offering the candidate the job, detailing its characteristics and conditions, the candidate is presented to the company. The objective of this presentation is for the candidate to get to know the company, the job post, their possible colleagues, and managers, and with this additional information, make a definitive decision to take the step and transition to ordinary employment.
Moreover, the company gets to know the candidate and hires him. The starting date is usually set during this interview.

<u>Activity 4B: Designing the training plan</u>
Once the start date has been set, and the profile of the person considered along with the specifications of the job post, the training plan is drawn up. For this, different variables are considered to specify the objectives; and execution dates are foreseen.

<u>Activity 4C: On-site technical training</u>
On-site training includes training covering technical knowledge and socializing skills.
The duration of this phase is variable and depends on the difficulty and demand of the task, the capacity of the worker, the company atmosphere, and the gradual establishment of relationships with colleagues and managers.
During this phase, the colleagues, and supervisors of the worker with disabilities are sensitized, aware and informed about their work capabilities. Guidelines on work attitude, hygiene habits, proper use of rest periods, appropriate work clothes, etc. are transmitted to the worker. Training the worker in the tasks of their job, developing an intervention plan for them, and designing the support and technical assistance they require are also tasks that are carried out in this phase. For this, it is important to analyze and record using sheets or other appropriate instruments: task sequencing sheets, environmental analysis sheets, reinforcement questionnaire. The variation in the use and the need to prepare these records are based on the level of difficulty of the different tasks, and the characteristics of the individual.
It is also important to model the social interactions of the worker towards his colleagues and supervisors and vice versa.

Sometimes it is the case that the job coach collaborates in carrying out the tasks entrusted when the level of productivity of the worker does not reach the required level.
Fluid communication is maintained with the family to inform them about the process of incorporating the person with a disability.

Activity 4D: Labor adaptation.
We aim at integrating the worker into the work environment.
It is about developing the necessary skills to deal with the usual workplace situations that involve human interaction.

Phase 5: Monitoring.
The phase begins when the worker can cope with the demands of the position and has adapted to the position and the work environment.
For this, the assessments of the company managers -and of course those of the worker him/herself- are considered.
In this phase, we train people in transversal skills (key competences) such as teamwork and dispute resolution. The process is executed individually or in groups, inside or outside the job.
At the end of the first phase the worker will have been taught how to integrate in the immediate working environment. At this point, the job coach has enough data to conclude whether the worker knows how to perform the functions and tasks required for his/her job post. Then, after starting the medium-long term monitoring and evaluation phase, we would focus on another figure that is currently gaining great prominence: natural support. Then, after starting the medium-long term monitoring and evaluation phase, we would focus on another figure that is currently gaining great prominence: natural support.
"Natural support" involves any people in the company that has not previous labor insertion experience nor training, but who will supervise or help the disabled worker in a normal work environment. It is a resource that in recent years has been gaining so much importance that is meant to change the role of the job coach.
The consideration of this type of natural support arises for two fundamental reasons: on the one hand, it is evident that external supports to the circle of work hinder the full integration of the person with disabilities. On the other hand, the discovery of a host of possibilities of support connatural to the workplace.
Trust in staff and environment is likely to enhance the potential for inclusion more effectively than trust in specialist staff and services. The diversity of candidates and the wide range of professional activities to which we are referring must be considered to conclude that the job coach cannot be the only coach in a job position.
A calendar for the withdrawal of the job coach's follow-ups is agreed upon. This calendar is indicative and will be modified in subsequent evaluations.

Phase 6: Assessment.
During this phase, the integration process is evaluated. We consider the users' opinion on his/her adaptation and development as much as we contemplate the experience of the company and the family. It is about analyzing and verifying the degree of achievement of the objectives set in each phase, as well as observing if the person with disabilities is assimilating the marked competences. And finally, estimating their integration process in the business. To this end, we schedule the meetings needed with the responsible company personnel and at the same time we maintain a close contact with the family. These assessments are made during the follow-ups along with the user, the colleagues and the natural support.

3. Resources

Players:

- Users of the Program: They are the main involved players, for whom the Program has been created.
- Program coordinator: This figure coordinates and leads the team of people who work in the area, supervising the tasks and the way the work is carried out and ensuring the quality of the service. Participate in presentations and work teams, disseminating the Program inside and outside the Organization. It also prepares and manages the files, applications and justifications for grants and applications.
- Employment prospector: Following the instructions of the coordinator, their task is to identify sectors in which to find job opportunities, establishing initial contacts with companies, planning and preparing information interviews, advising the company on how to hire of people with disabilities and facilitating the necessary documentation for hiring and labor procedures.
- Job coach: In accordance with the Coordinator's guidelines, his mission will focus on Training, Monitoring and Support during the first steps of the users' adaptation to work environments, intervening in the required area if needed.
- Members of the social and labor development area: They are aware of the characteristics, abilities and experience, both personal and professional, of people with disabilities in Lantegi batuak. Their task is to select the candidates that could fit an ordinary employment and mediating and intervening in the possible incidents that occur during the process.

Tools :

- Documents:
  - Program presentation brochure. It is the presentation brochure of our Program which is handed to companies for informational and awareness-raising purposes.
  - Job analysis doc. It is the document in which a detailed study of the job is carried out to know all the relevant information to be able to start the selection process.
  - Selection demand doc. It is an internal document whose mission is, based on the analysis of the position, to request a candidate to fill the aforementioned job.
  - Intervention proposal doc. It is an internal document whose objective is to request a meeting to analyze and solve an incident registered during the process.
  - Annual report. It is an internal document that reflects and details the experience. It is a document shared with the other areas of the organization.

Spaces :

The spaces in which these tasks are mainly carried out are the offices and work centers of Lantegi Batuak, as well as the different spaces and offices provided by private and public companies.
Lantegi Batuak has a specific supported employment department, with its own office and training and meeting room. The Program team consists of nine people.

4. References and further contents

Lantegi Batuak. Profiling method of matching task to person. Third edition in 2010

13

Practice name:

Job Search Coaching

Position in the practice mapping

Transition to work – Skills development and consolidation

Organization

Omnia

Job Search Coaching

1. Practice journey

1.1. Synthetic description of the practice

Two work life coaches from the Omnia Skills Centre for Immigrants (later OSC) offer job search coaching to their unemployed immigrant clients. The service is multidisciplinary, which means that several actors with different profiles are involved in the client's employment process.

Job search coaching includes both group and personal coaching, which teaches you about the job search process and helps you build your confidence and articulate your skills. The content of the coaching includes explaining your skills and making a marketing speech, preparing job application documents, looking for jobs and job interview exercises about real jobs. The job search coaching also discusses the importance of thoughts and emotions, as it is important to understand the state of mind and emotions the client is in when applying for a job. The work life coach also offers and provides personal mental coaching to clients, if necessary.

The aim is for clients to become active, empowered, skilled and bold enough to apply for jobs on their own and find employment. If it is found that employment is not yet an option, the career counsellor and personal coach work with the client to plan a further pathway for the client's career progress.

1.2 In-depth description of the main elements

1.2.1 Subject

The job search coaching consists of four different sections lasting a total of 13 weeks: digital training, job search coaching, a job search club and a job search afternoon. In addition, the client will receive personal counselling and job search coaching, if necessary. The durations of the job search coaching sections: One week of digital training, three weeks of job search coaching (20 hours per week), three weeks of job search club (12 hours per week). After the job search club, the client will be invited three more times during the next six weeks to a so-called job search afternoon, where he/she will receive support in his/her job search. The service is provided by a digital trainer and two work life coaches. In the job search coaching, the work is divided so that one work life coach provides job search coaching and personal mental coaching and the other work life coach runs the job search club and the job search afternoon. In addition, both work life coaches provide one-to-one guidance to clients in their job search.

1.2.2 End users

The clients are unemployed immigrants from the Municipal employment trial in Espoo who have been accepted as OSC clients. After the initial interview and assessment, clients who are potential jobseekers are enrolled in job search coaching. These clients have sufficient Finnish language skills so that they can understand the contents of the coaching and cope in work life. They also have the necessary skills related to their own work

1.2.3 Functions

Clients are coached in the job search process and their resources are strengthened. If necessary, the client will receive mental coaching from the work life coach, using a variety of solution-focused methods. Job search coaching can also include various types of card trainings. These card trainings include, for example, hygiene passport and occupational safety card training.

1.2.4 Goals

The aim of job search coaching is to support the strengthening and clarification of the clients' employee identity, the identification and articulation of their own attitudes, competences and strengths, and to increase their job search activity. The aim of the service is for the client to learn how to apply for a job independently, understand the job search process and find a job.

1.2.5 Output

Clients have the necessary skills for employment: documents for job search (CV, resume template) and they can use different job search channels. They are also empowered, motivated and have a positive attitude towards employment.

2. Phases and activities

List of phases of the practice of the job search coaching:

- Phase 1. Identifying your own work identity
- Phase 2. Articulating own skills and strengths
- Phase 3. Preparation of application documents
- Phase 4. The job search section
- Phase 5. Empowerment coaching
- Phase 6. Interview exercises
- Phase 7. An information package on Finnish working culture
- Phase 8. Further guidance
- Phase 9. Period of independent and guided job search, 6 weeks

2.1 Description of phases and activities :

Phase 1. Identifying your own work identity (identity awareness):
Identity changes with different experiences and life situations. Immigrants must define the idea of themselves and their skills in a new situation, part of the local working culture, in a foreign language environment. Job search coaching reminds the client of what an excellent employee he/she is. The aim of this part is to understand what is meant by identity, how knowing your identity supports your job search, articulating your skills and providing emotional support in work life. This part of the coaching lasts a total of 8 hours.

<u>Activity 1A: Presentation</u>
Clients are given a presentation and material package about identity and how it is built.

<u>Activity 1B: Exercise on own self</u>

Clients do an exercise where they think about who they are and what they are like. The exercise is supported by word lists and a set of questions.

Activity 1C: Articulating one's own skills
Clients are urged to recognise and articulate the set of skills they have. They practice expressing themselves both in writing and speaking.

Phase 2. **Articulating own skills and strengths:**
Previous work and education history is used as a starting point to identify the client's own skills and strengths. There are also materials with wordings about different strengths to help you articulate your own strengths. Competences and strengths are mirrored to the client's field and to the professions to be applied, i.e., learning how to identify the competences and strengths needed for different tasks and professions in the job search. One of the tools used is storytelling, which results in the client's first marketing speech. To support the identification of one's own skills, strengths and professional vocabulary, the client will use, among other things, the content of secondary education qualifications and other sources. This part of the coaching lasts a total of 4 hours.

Activity 2A: Materials with wordings about different strengths
Clients are given materials that list different strengths. The material is constructed to guide them through their background and what they have learned.

Activity 2B: Working history and skill set exercises
Clients look at their skill set through what they have learned in their previous education and work and do writing exercises on who they are and what their strengths are.

Activity 2C: Marketing Speech
Clients write a marketing speech that describes their education and work history, their personality, strengths, and their goals in working life.

Phase 3. **Preparation of application documents:** In the third phase, the concrete preparation of the application documents will be started. The content focuses on what is required in recruitment. The actual teaching in this phase lasts 8 hours, followed by independent work.

Activity 3A: Presentation and materials about the application documents
Clients are given a presentation on how to build a good cv and job application. They get examples and instruction materials to help them write their application documents.

Activity 3B: Application document templates are created
Clients write application document templates in MS Office Word based on a template, so that the client can make a formal application also without the use of an electronic job advertisement form. They send their application documents to the work life coach to be reviewed.

Activity 3C: Feedback and re-writing
Clients are given feedback on their application documents and correct them if necessary.

Phase 4. The job search section: This phase explores where to look for a job and how to go about it. The work life coach stresses the importance of a proactive search for hidden jobs and the use of social media in the job search. The job search also ensures that the jobseeker knows what makes a good application and gives examples of how to respond to a job advertisement so that the resume contains what is required in the advertisement. This part of the coaching lasts 4 hours followed by independent work.

Activity 4A:
Clients get a presentation and materials about recruiting: how and why it is done, where to look for a job and how to go about it. The work life coach goes through the most common job search sites and how to find hidden jobs and create networks.

Activity 4B: Finding a suitable job and applying to it
Clients go through job search pages independently and apply for work. Their application and cv is checked by the work life coach to make sure they get feedback on their application documents before sending them. They are instructed to save the link to the job announcement for their job interview exercise.

Phase 5. Empowerment coaching: As part of the job search coaching and capacity building, also emotions and thoughts are worked on. Empowerment coaching is central to strengthening identity awareness and supporting the client. Negative experiences can contribute to the client's thoughts and feelings that may hinder their employment. Job search coaching provides support in identifying, verbalising, and managing the client's own thoughts and feelings, for example through mental coaching. The aim of mental coaching is to find ways to break negative thought patterns. This part of the coaching lasts a total of 8 hours.

Activity 5A: Presentation on the power of emotion and thoughts
Clients get a presentation and material on how their thinking and their feelings are affecting their life and job search. The presentation focuses on overcoming obstacles and thinking good things about yourself and feeling capable.

Activity 5B: Well-being and resources
Clients map out what gives them feeling of well-being and what kind of resources they have in their life. Work life coach gives the clients concrete tools to help them get rid of negative feelings and thoughts.

Phase 6. Interview exercises:
Clients practice the job interview situations with real jobs that fit their job search profile. For the exercise, clients are given a list of different questions that might be asked during the interview. The client prepares for the interview in the same way as for a real job interview. This part of the coaching lasts a total of 12 hours of which preparing takes 4 hours and each interview round 4 hours.

Activity 6A: Presentation and materials on the job interview situations
Clients are given a presentation and a material package on how to prepare for a job interview, including a list of the most common job interview questions. They get advice on how to present themselves in the job interview situation. Video interviews and their requirements will also be discussed with clients. Each client is given a real job announcement fitting their job search profile if they failed to apply for a job in the previous phase.

Activity 6B: Preparing for an interview
The client prepares for the interview exercise in the same way as for a real job interview.

Activity 6C: Interview exercise
An interview is conducted by the work life coaches and may be accompanied by business coordinators if necessary. The aim is to give the client the confidence to use the right interview tools and to prepare the client for answers through which they can bring out their own excellence.
All the clients in the job search coaching are present when interviewed, so they can hear each other's interviews. The interview can also be filmed, so that the client can see for themselves how the interview went.

Activity 6D: Feedback
The client is asked how he/she felt about the interview and is then given feedback on both the successful aspects and any areas that may need further development.
The following week there is another exercise round either for the same job or for a new one. This gives the client an extra week of independent practice before the second round of exercise interviews.

Phase 7. An information package on local working culture: As part of the job search coaching, the local working life culture and workplace interaction patterns are reviewed. This part of the coaching lasts a total of 4 hours.

Activity 7A: Presentation on working life culture and workplace interaction
Clients are given a presentation and materials on the local working life culture: what is expected of the employees, what rights do they have, what is important in the workplace, how to behave in the workplace, what is appropriate and what is not. This section also covers the employment contract. It is important that the clients know where they are putting their names on when they get to work.

Activity 7B: Vocabulary exercise
The material has a list of words collected by the work life coach before every section. Clients are instructed to translate commonly used words on the material concerning employer and employee rights and duties and the employment contract into their own language.

Phase 8. Further guidance in the job search club:
The aim of the job search club is to absorb the topics covered in the previous three weeks and to start actively looking for a job. The job search club lasts 3 weeks (12 hours per week).

Activity 8A: The job search club starts
Clients start looking for jobs in the guided job search club where they get more help and instruction on finding jobs and writing their application documents and cv profiles on the internet.

Activity 8B: Individual evaluation
Experience has shown that at the latest in the job search club, the client's potential challenges, which may slow down or prevent them from finding a job, also become more visible. In such a situation, the issue is brought up with the client and they are offered the appropriate service or

further guidance. Further guidance is provided by the career counsellor and personal coach together with the client.

Activity 8C: Planning for independent job search
Clients are required to construct a plan for their independent job search and make a schedule on when and how they plan to look for work, write applications and get acquainted to employers in the area.

Phase 9. Period of independent and guided job search, 6 weeks:
As there are many things involved in job search and these things are learned and absorbed gradually, the progress can be named as client process. It is therefore important that the client has access to long-term job search support if needed. The course includes three guided job search meetings, and more individual meetings if necessary. The aim is for the client to apply for a job among the job vacancies or companies already independently, although the work life coach can also forward job advertisements to the client. The personal coaches and business coordinators can also forward job advertisements to the client, in which case it is compulsory to apply. The client will also be directed to various recruitment events. Total duration 12 hours.

Activity 9A: Guided job search meeting 1
Work life coach offers assistance in job search meeting. Clients look for work in job search sites and write applications.

Activity 9B: Guided job search meeting 2
Work life coach offers assistance in job search meeting. Clients look for work in job search sites and write applications.

Activity 9C Guided job search meeting 3
Work life coach is offering assistance in job search meeting. Clients are reminded to update their independent job search plan and to be in touch if they need more individual guidance. Also, if they are called for interview, they are offered individual guidance to practice for the interview.

3. Resources

Players:

- Career counsellors: Responsible for the client service path within the OSC entity. The work life coaches are in contact with the career coaches and discuss with them if the client's resources may not be sufficient for job search or employment, or if for some other reason the planned job search coaching does not work out in the desired way. The career counsellors are Omnia employees.
- Work-life coaches: preparing jobseekers for independent job search. The work life coaches are Omnia employees.
- Business coordinators: Help in finding a suitable job for the jobseeker. The contact works both ways: Business coordinators can ask the work life coach for a suitable person for a vacancy or the work life coach can ask for a suitable job for the jobseeker. Business coordinators are employees of the City of Espoo.
- Personal coach: Assesses the client's need for employment support and, together with the career counsellor and the client, makes a plan for the client's career progression. The work life coach informs the personal coach about the participants and the

completed/uncompleted job search coaching for each client. The personal coach is responsible for managing the client's unemployment benefits. Personal coaches are employees of the City of Espoo.

- Nurse: If necessary, helps the client to assess his/her physical and mental health and, if necessary, refers them to the doctor’s appointment. The work life coach will contact the nurse and ask her to contact the client if the client's health condition so requires. The nurse is an employee of the City of Espoo.
- Social counsellor: provides social support, advice and guidance. The social counsellor is an employee of the City of Espoo.
- Digital trainer: If it is suspected or known that the client may not know how to use the tools needed to find a job (computer, software), the client's digital skills are assessed. If the assessment shows that the client needs support with digital matters, he or she will receive digital training before the job search coaching. The training lasts a maximum of 5 days, 2 to 3 hours per day. The digital trainer is an Omnia employee.

Tools:

- Presentation slides, social media, email, MS Office Word
- resume template, CV
- MS Teams – a communication and collaboration platform

Spaces:

A classroom or a private space when participating via Teams.

4. References and further contents

- Richard N. Bolles (2021); What colour is your parachute? Your Guide to a Lifetime of Meaningful Work and Career Success
- Finnish Institute of Occupational health (2014); https://www.ttl.fi/en/themes/tyoelaman-muutos/monimuotoinen-tyoelama/working-finland-information-immigrants-13-languages
- Richard Bandler (2008), Get the life you want

14

Practice name:

Work Coaching in Real Working Environments during the Workshop Period

Position in the practice mapping

Teaching practices – Professional skills development

Organization

Omnia

Co-funded by the
Erasmus+ Programme
of the European Union

Work Coaching in Real Working Environments during the Workshop Period

1. Practice journey

1.1. Synthetic description of the practice

The workshop coach coaches the young people in the workshop in real working environments and tasks so that the young people gain experience in working life, learn auxiliary tasks in the field and their readiness to access studies or training, complete studies and enter the open labour market or other service they need will improve.

1.2 In-depth description of the main elements

1.2.1 Subject

The workshop coach plans, develops and coaches professional work activities for young people in workshop environments and real working life environments. The workshop coach builds, maintains and develops the professional and coaching work and learning environments of the workshops and carries out working life cooperation related to the workshop activities. Together with the representatives of the working life environments and the employees, the workshop coach plans, develops and coaches the work tasks to be carried out by and directed at the young people in the workshop. In working life environments, the workshop coach continuously guides, supports and evaluates the work of the young person in workshop.
The personal coach is in regular contact with the young person and they discuss about the fluency and meaningfulness of working in the workshop, professional, educational and job options, and identify the young person's own skills and resources.

1.2.2 End users

The service is intended for young people aged 17-29 without a job or place to study, or who are otherwise in a challenging life situation, who need support to get to education, work or other services they need or to complete education.

1.2.3 Functions

Work activities and the coaching of young people takes place mainly by trying, training and doing different work tasks. The young person in the workshop participates in the performance of professional work tasks in the working life environment as part of the work community, supported by the workshop coach. Participant's work weeks include guidance days or moments with the workshop coach, where they deal matters related with the field and the tasks in the field, as well as issues related to the profession, study and work opportunities and the tasks performed, also in theory, through written assignments and by discussion and reflection. The work tasks consist of field's auxiliary tasks that the young people do in the workplace, together with the employees of the workplace and with the support of the workshop coach. As a work task, young people in the workshop can also plan, produce and organise projects that serve the workplace or its clientele. The young person's participation in a workshop is executed as a work trial or a rehabilitative work period. No previous training or skills are required in the workshops. The form of work, working hours, tasks and goals are drawn up according to the conditions and needs of the young person in the workshop, taking into account the young person's ability to work and function, life situation, everyday management skills and social strengthening.

1.2.4 Goals

Working in real working environments gives the young person the opportunity to learn, to try and to do real auxiliary work and to work in a real working environment and work community, which supports the young person to clarify their further paths and goals after the workshop. The young person gets the opportunity to contact the employer directly. During the workshop period, the young person's conditions and the employer's opportunities to enter into a possible employment relationship after the workshop period are mapped out.

1.2.5 Output

Workshop activities and work coaching promote a young person's ability to enter education, the open labour market or any other service they need, complete their education and support young people's social empowerment, working life skills and career choice.

2. Phases and activities

List of phases for "work coaching in real working environments during the workshop period"

- Phase 1: Initial survey and acquaintance
- Phase 2: Preparing to work in real work environments
- Phase 3: Young person's work coaching and working in real working environments
- Phase 4: Closing and final evaluation of the workshop period

2.1 Description of phases and activities

Phase 1: Initial survey and acquaintance

Activity 1A: Interview
Before starting the workshop period, the personal coach is in touch by phone with the young person by phone and agrees for an interview meeting. Whenever possible, the workshop coach will attend the meeting, depending on other work tasks. At the meeting, the young person is generally informed about working and about tasks in the workshop and questioned about the suitability and practical possibilities of the workshop activities to start the young person's workshop period. The young person has the opportunity to decide if the youth workshop is suitable for his / her goals. The young person has the opportunity to tell about his / her wishes and also challenges that may affect on working in the workshop and that can be

taken into consideration in the contract. The personal coach confirms the right to make a contract at the Employment Services.

Activity 1B: Contract and the objectives
The young person's participation in a workshop is executed as a work trial or a rehabilitative work period. No previous training or skills are required in the workshops. The form of work, working hours, tasks and goals are drawn up according to the conditions and needs of the young person in the workshop, considering the young person's ability to work and function, life situation, everyday management skills and social strengthening, as far as they are known. When the young person and the personal coach decide to start a workshop period, they make a contract for this period. The contract records the client-oriented (youth-oriented) goals and the coaching plan for the workshop period. The goals may be for example getting familiarized with the vocational field, gaining and maintaining a normal rhythm of living or mapping the possibilities of finding a study place or a job.

Activity 1C: Introduction to the workshop
During the first week of the workshop period, the workshop coach introduces the young person to the general practices and rules of the workshop and working life. The young person receives a Workshop Guide, in which everything relevant to working in the workshop and the contents of the workshop is compiled in writing and which the workshop coach also reviews with the young person verbally. The workshop Guide describes about insurance policy, work safety instructions, absence procedures and workshop values, The workshop coach guides the young person in the implementation and use of digital work applications and platforms used in the workshop. The applications are downloaded in the mobile phone together with the workshop guide and their use and functions are tested together.
During the first weeks of the workshop period, the workshop coach discusses with the young person more about the young person's thoughts, wishes, interests, learning needs and personal strengths in the initial meeting and takes these into account in the young person's future assignments. The young person is also presented with a certificate of competence, which serves as a support for the perception of the work tasks and competence set during the workshop period, and as a tool for identifying and assessing competence. The certificate of competence lists different vocational tasks to be carried out in the workshop as well as the competence areas related to specific vocational fields. Also, general procedures in working life are described. The young person's development in each part of the certification of competence is followed and assessed with a scale of "excellent – good – needs more practice".

Activity 1D: Integration to the workshop
As soon as the young person starts the period, the workshop members are introduced to each other, guided and supported by the workshop coach. The presentation and acquaintance are carried out, for example, with a verbal introductory tour, where everyone tells about their starting points, goals, thoughts and possible experiences of working in the workshop. Familiarisation and grouping are supported during the weekly instructional moments/days in addition to work and work tasks, spending time as a group in a free conversation and, for example, playing together. The workshop coach also encourages young people to take part in common social situations in the workplace, such as meals and coffee breaks and other possible events.

Phase 2: Preparing to work in real work environments

Activity 2A: Familiarisation to the working environments

About a week before going to the current working environment, the workshop coach and the young people get acquainted with operation of the activity unit, company or organisation (content of activities, personnel and clients, work tasks, etc.). Familiarisation takes place, for example, in the form of a service description task, where the young person must acquire information about the specific workplace. The information that has been found out through the task is reviewed in a group with the workshop coach, possible questions and other issues arising from the work are discussed. The workshop coach answers questions and tells about the work and the workplace generally and based on his / her experience and knowledge. The young person may also get introduced to the work by watching programs, reading materials and doing written exercises related to the vocational field.

Activity 2B: Basic procedures in the working environments

A visit to the workplace is made before starting the actual work. During the familiarisation visit, the workplace representative will tell the young people about the future job description, practices, work tasks, customers and facilities to be prepared for from the first day of work (e.g. where to store your own snacks and clothes). They go through the physical facilities at the workplace.

The workshop coach discusses with the young persons about the basic working life rules and practices, like being late, use of own phone at work, good behaviour etc.

Phase 3: Young person's work coaching and working in real working environments

Activity 3A: Basic professional procedures and tasks

Work activities and the coaching of young people take place mainly by trying, training and doing different work tasks. The young people in the workshop participate in the performance of professional work tasks in the working life environment as part of the work community, supported by the workshop coach. Participant's work weeks include guidance days or moments with the workshop coach, where they deal matters related with the field and the tasks in the field, as well as issues related to the profession, study and work opportunities and the tasks performed, also in theory, through written assignments and by discussion and reflection. The work tasks consist of field's auxiliary tasks that the young people do in the workplace, together with the employees of the workplace and with the support of the workshop coach. As a work task, young people in the workshop can also plan, produce and organise projects that serve the workplace or its clientele. In addition to the guidance days and moments alongside the work, the workshop coach and the workplace employee(s) guide and support the young person alongside the work, while giving the young person feedback on how to complete the work tasks.

Activity 3B: Follow-up

The workshop coach and personal coach review the young person's current situation with their observations regularly on a weekly basis and more often if necessary. The personal coach is also in weekly contact with the young person to exchange affiliations and to map out coaching needs. Depending on the coaching needs, however, at least once a month, the young person's further path and future plans will be promoted under the guidance of a personal coach (e.g. applying for a job or a place of study).

Activity 3C: Group coaching

Once a month, the young person participates in a group coaching day with the group members from their own workshop, in which the grouping between members of their own group is promoted under the guidance of the group coach. In a group coaching day they deal with various themes related to everyday and life management, well-being, resources, strengths, social skills and community.

Activity 3D: Finnish as a second language coaching

Once a week, young people whose mother tongue is a language other than Finnish and whose language skills are still deficient, have an opportunity to meet with a L2 coach in individual and small group meetings. The L2 coach guides the young person, for example, in the use of various explanatory and language services and training applications according to the young person's language level and language needs (e.g. vocabulary for a particular profession).

Activity 3E: Mid-term evaluations

As the workshop period progresses, the personal coach and the workshop coach will have a mid-term evaluation discussion with the young person to see, if the goals have been achieved and they look at the overall situation.

The certificate of competency is reviewed regularly, for example, every few weeks. The workshop coach and the young person go through the areas of competence in the certificate, discussing and evaluating them, and make interim entries in the certificate about the progress of the competence. Also, employer's and customers' feedback is considered in the certificate of competency.

Phase 4: Closing and final evaluation of the workshop period

Activity 4A: Evaluation of the goals and work

As the end of the workshop period approaches, the personal coach and the workshop coach will have an evaluation discussion with the young person to assess the realisation of the goals set in the young person's initial and interim discussions and the workshop period as a whole.

Activity 4B: Further plans

Prior to the end of the workshop period, the young person's further plans and path forward will be confirmed, and the necessary measures will be taken. In other words, they ensure that the young person knows the next steps: where and when he / she is going to be situated afterwards (e.g. study place or workplace) and that all necessary documents, like contracts and other reports, are delivered correctly.

Activity 4C: Feedback

The young person is asked to give feedback on the activity during the discussion and by filling in the feedback forms. He / she has to fill in a feedback form for the Employment Services (including information about the flexibility of the workshop period and work tasks carried out during the period). The workshop coach fills in the same form with regard of the young person.

Moreover, the young persons are asked to fill in an electronic questionnaire that is related to the workshop he / she worked. The evaluation focuses on the suitability of the workshop to his / her goals, the atmosphere and working environment of the workshop, realisation of the goals, quality of guidance.

Also, a Youth workshop's digital "meter of social strengthening" (Sovari) will be filled in. It aims at assessing the quality of the service and the impact for social strengthening.
The certificate of competency is updated together with the young person to its final form and given to the young person.

3. Resources

Players

- Workshop coach
- Personal coach
- Group coach
- S2 coach if needed
- Representatives and employees of working environments

Tools

- Coaching plan
- Certificate of competency
- Written assignments prepared by workshop coaches and personal coaches
- Online material
- Free webinars
- Tests, forms, game platforms (online)
- Streaming services (podcasts, programs, documents, movies, etc.)
- Visits to working environments and learning institutions

Spaces

Work and coaching take place in a workshop and/or in real working environments. The workspaces in the workshop are similar to real work environments. Workspaces are rooms and workrooms with equipment, furniture, tools, supplies, materials and other visual expressions suitable for professional work tasks.
Genuine working environments are workplaces and work units maintained by the municipality, the city, companies, associations and organisations that carry out and provide professional work tasks and services.
Work environments also include environments outside workplaces and units, where workplaces and units carry out their own activities, for example, the premises and outdoor areas of partners/customers. In addition, work environments can be places and spaces, where the young people from the workshop go to execute work or a project that is ordered from a workshop.

15

Practice name:

Tutoring: Personalized Internship Management

Position in the practice mapping

Teaching practices – Professional skills development

Organization

Cometa

Co-funded by the
Erasmus+ Programme
of the European Union

Tutoring: Personalized Internship Management

1. Practice journey

1.1. Synthetic description of the practice

The management of the customized internship for each student is carried out by the training tutor and the employment office, the implementation is as follows: planning of the internship and company-student matching, accompaniment and monitoring during the experience, synthesis between the subjects regarding the final evaluation and a formative reworking of the experience for the student.
This management practice is aimed at achieving the student's educational success and to do so, certain good practices are required. First, it is important for the tutor to consider all the conditions that can lead to a good match in line with the customized educational/training objectives and with those of developing technical and transversal skills with reference to the sector of reference and the year in which the internship is to be held.A good choice of host organizations (companies and company tutor) is then necessary, as well as a punctual and structured monitoring by the training tutor aimed at companies and students. Finally, the evaluations of those actively involved (companies and students) must be summarized, an evaluation aimed at reworking the experience for the student's human and professional development. At the end of the internship experience, the tutor together with the employment office are called upon to finalize the successful outcome of the internship experience in concrete outgoing work possibilities and in strengthening the network of companies in the sector,decreasing the gap between formal training (VET center) and the economic-productive fabric of the area.

1.2 In-depth description of the main elements

1.2.1 Subject

Formative tutors: these are figures within the VET center who follow the class during the school year and, during the period of the internship, are dedicated to the planning, monitoring and evaluation of the internship experience of the class and of each individual student. In the case of students with disabilities, the support teachers collaborate with the training tutor in the three phases of planning, monitoring and accompaniment, evaluation, and final revision.
Work office contact person: deals with initial and final relations with host companies.

1.2.2 End users

VET students: within the VET pathway, all students in the class, including those with special educational needs, are required to undertake curricular internship hours during years 2, 3 and 4.
Host companies: companies in the relevant sector selected by the VET center's employment office and the tutors. These are companies that make themselves available to host the students and accompany them during the internship experience through a dedicated company tutor who interfaces with the training tutor (of the VET center) for the monitoring of the internship and the final evaluation of the student.

1.2.3 Functions

The management and accompaniment of the internship starts with planning and matching and develops into monitoring and final evaluation; the training tutor, in order to accompany the internship from an educational and training perspective, must perform his task in terms of mediation and development of the student's skills (technical and transversal). Being a customized accompaniment, it is also possible to involve students with special educational needs.
In addition to being a curricular obligation, the curricular internship is a fundamental moment of the VET pathway with regard to the practical applicability of what has been acquired at school and becomes, if well managed, a means and instrument aimed at the educational success of each individual student.
The internship, therefore. plays an important role in the vocational orientation of each individual student both with regard to his or her specific technical-professional training in the VET pathway and with regard to the orientation choices at the end of the pathway, also increasing the likelihood of a job placement in the relevant sector or possible reorientation.

1.2.4 Goals

- offer young people the tools to enter a complex and competitive world of work.
- offer a curricular internship experience that is meaningful for each student and in line with the educational objectives of the VET pathway and the individual student's customized educational plan.
- increase and monitor the implementation of the technical-professional and transversal competences of each student.
- increase the chances of job placement once the VET pathway has been completed by decreasing the percentage of early school leavers and youth unemployment.
- bring out any re-orientations regarding the chosen career field in the VET pathway.
- offer each student the opportunity to have a meaningful and formative internship experience with a view to real inclusion with regard to their potential and specificities.

1.2.5 Output

- Completion of the student's entire internship period.
- Receive a positive assessment of the internship, which is crucial for the transition to the next year.
- Consolidation of relations with host companies for subsequent internships.
- Extra-curricular internship offers for students after their internship.
- Offers of apprenticeship contracts for students after the internship.

2. Phases and activities

List of phases of the practice "Tutoring: customized stage management" :

- Phase 1: Stage design and activation;
- Phase 2: Stage monitoring;
- Phase 3: Final stage evaluation.

2.1 Description of phases and activities :

Prior to the description of the stages of the internship management by the training tutors and the employment office, the subject, i.e. the curricular internship, will be framed within the formal reference regulations and paradigms.
The Ministry of Labour and Social Policy defines curricular traineeship as: "a period of orientation and training, carried out in a work context and aimed at getting young people into work".
While the Lombardy Region regulates in the D.G.R. n.7763/2018 and executive decree of 5 November 2013, n. 10031, a compulsory curricular internship period in the 2nd - 3rd and 4th year within the VET education system training courses.
The European Union in its Communication No. 173 of 18 April 2012 entitled 'Towards a job-rich recovery' also defines apprenticeship as:
'work experience including an educational component (whether or not as part of a study curriculum) of limited duration. The purpose of such traineeships is to facilitate the transition of trainees from education to work by providing them with the practical experience, knowledge and skills to complement their theoretical education'.
The promoter (VET center) has the obligation to design, activate and monitor the curricular traineeship and to certify thetrainee's exit competences. The tutor is a function required by regional legislation to activate and manage curricular traineeships.
The diagram below summarizes the actions carried out by the training tutor to fulfil the responsibility of the VET center with regard to the curricular internship and the training function with regard to the student. We will present actions which must be carried out at the level of institutional fulfilment but which take on a substantial and content-related character as far as the students are concerned, i.e. to make the VET pathway's educational success achieved also through the instrument of the curricular internship. All students are included in this pathway, including those with special educational and training needs.

Phase 1: Stage design and activation
The planning phase plays a key role in the success of the internship and in fulfilling the aims that are set with this practice. In addition to responding to institutional tasks aimed at activating the internship, the planning phase must be guided by the pedagogical and training aspects underlying the student's educational success; it must also work in a relational perspective with each individual student (pursuit of his or her educational and training goals) but also with the host companies. Matching turns out to be the fundamental action in this phase, which allows the transition to the subsequent phases. For good matching, the pre-assessment part on the student's needs and objectives but above all the choice of companies and the educational criteria identified play a central role.
In this phase, the employment office is also an active participant in the search for and choice of companies and the consolidation of relations with them. It is necessary to have a good pool of companies that represent the relevant sector, express the real needs of the labour market and co-participate in the training experience. The co-participation in the training

purpose of the internship is substantiated through collaboration with the training tutor in the drafting of the training projects and by providing the student with personal accompaniment during the internship with the company tutor in order to offer the student an experience that enhances technical and professional skills in the reference sector.
This is why the choice of company and company mentor assume a strategic role in the success of the internship experience.

Activity 1A: Student observation
The aim of this activity is to detect the needs, characteristics, skills, strengths or transversal and technical work points of each student in order to have adequate elements for student-company matching criteria.
Student observation takes place from the beginning of the year and is carried out in particular during the curricular hours of the technical/professional laboratory and during the hours of the professional subjects in the classroom. The areas of observation concern: professional behaviour, attitude to the technical/professional subject, areas for improvement and strengths with regard to specific aspects of the professional field. Finally, a summary of the student's transversal competences.
After observing and retrieving elements about the student, we discuss with the technical teachers to get their opinion on which points to work on during the placement (strengths or weaknesses).
At the end of this activity you have the objectives to be included in the training project of the internship.

Activity 1B: Tutor-student discussion interview: sharing internship training project objectives
In order to be able to write the training project, a preliminary activity of choosing and sharing the training objectives to be set in the internship and the choice of the type of company is necessary.
To do this, personal interviews are held between tutor and student. The contents of the interview are: the objectives to be set for the internship, strengths and weaknesses, soft and hard skills, sector preferences, location, any limitations and specific requirements (timetables, location, transport because the internship must be experienced as independently as possible).
The course of the interview starts from the student's wishes and his or her assessment of the above-mentioned points, confirms what the tutor has also observed and arrives at a sharing of the objectives to be set during the placement, working on self-awareness. The training project is not decided a priori by the training tutor and the company, but starts from the student, leaving room for his or her opinion and motivations, sharing observations, thus making the student feel that he or she is the protagonist of the experience he or she will have in the company. By being an active participant and therefore aware of the work points, the chances of living a significant experience of human and professional growth are increased.
Depending on the internship year, more autonomy and space is given to the choice of the internship company and also to the self-assessment part of the skills. There is a gradual progression: in the first year of the internship it is the tutor who proposes the company and more work is done on professional suitability in the internship, in the second internship work is done on the choice of companies regarding a specialization in the vocational area while in the third internship the student is also asked to be an active participant in the choice of company and the objectives on which they want to work (also with a view to outgoing orientation).
This activity takes place a month and a half before the internship.

Activity 1C: Definition of student-company matching with employment office through defined criteria

Companies are identified for each student on the basis of three criteria :

- Educational
- Professionalizing
- Logistics

Those involved in identifying a shortlist of companies are the training tutor and the Cometa Employment Office.
The first criteria addresses educational objectives related to areas of personal growth (autonomy, awareness, responsibility) and in general regarding the student's soft skills.
In the professionalization criteria, technical skills are taken into account by deciding whether, through the internship and the type of company, to work on those that are lacking or missing or to develop those already present.
The logistical criterion is particularly taken into account in the 2nd year internship in order to make the student as autonomous as possible in carrying out the internship also with regard to home-company travel.
To summaries the elements to be considered in matching against internship years :
Year 2: the company mentor, the working environment, logistical criteria;
Year 3: the technical specifications of the company, which hard skills can be developed;
4th year: student choices regarding outgoing guidance: real job prospects (apprenticeships, summer internships), choice of specialization in the relevant sector.
At this point, the tutor hands over to the employment office the needs that arise with respect to the students and the lists of companies are matched. The matching becomes final after consultation and approval by the head of the company.
When defining the matching, in addition to the student's objectives and needs, it is also important to consider the company and its requirements: type of production, main activities, time of year, in order to match the student with similar skills.
It is essential to maintain, cultivate the network and relations with local companies with a view to a training alliance between the local productive fabric and the school context.
Matching takes place one month before the internship.

Activity 1D: Communication final matching

Two weeks before the internship, the official communication of the matching takes place and the official documents are signed by the parties involved.
The training tutor arranges a personal interview with the student to communicate the company and the necessary information.
The employment office officially informs the company of the student's name and the name of the company tutor who will follow the trainee during the internship is requested. The appointment with the company for the cognitive interview with the student is also defined.
In class councils, the internship destinations for each student are shared in the presence of the headmaster, the teachers of cultural subjects and technical-professional subjects.

Activity 1E: Drafting the training project

The training project is drawn up by the training tutor in collaboration with the company tutor. This document is then signed by the parties involved: school legal representative, company legal representative, student (in the case of minors the parents).
The following data are included in the training project :

- the start and end date of the traineeship;

- the total number of hours to be worked; -
- the maximum number of hours per week;
- the operational location of the traineeship;
- the resources - direct or indirect - employed in the project (school tutor, company tutor);
- the educational objectives to be achieved;
- competences linked to the reference profile;
- the main activities to which the student will be assigned.

It is a compulsory and formal document, but it is substantial and fundamental for the conduct of the internship both by the student (to know their tasks, objectives and indicators for self-assessment and evaluation) and for the company tutor to accompany the student in a meaningful way throughout the course and to evaluate them at the end; for the training tutor it becomes the main tool for discussion with the student during monitoring and in the sharing and final evaluation part.

Activity 1F: Presentation interview between student and company

One or two weeks before the internship (in any case after the preceding activities) the company interviews take place.
A presentation of the company and the company tutor is made by the manager. The student is also asked to present him/herself, especially from a professional point of view. In the interview, the organizational aspects of the internship are communicated and clarified: timetable, type of tasks, specific clothing, provision of specific tools or equipment, etc.

Phase 2: Monitoring

The monitoring phase is essential in the internship process to support and intervene, when necessary, on the completion of the training project drawn up for each student.
It is important for the student, for the training tutor but also for the company, creating a true educational partnership. Monitoring is not only for the purpose of intervention where the need arises, but works from a psychological perspective, not to feel alone but supported in the journey for both the company and the student.
We said that the support in the internship is also relevant for the companies, the latter being more effective and motivated to overcome any criticalities and in general to fulfil the training task declared in the training project, in particular support in the aspects of the educational relationship with the students is important.
The primary purpose of monitoring, however, is support for the student, declined in an emotional and psychological holding accompanying him/her in a more conscious judgement of the internship period, supporting him with respect to moods or fears and in a cadenced reworking of the experience for learning purposes.
Monitoring has on the one hand a formal value, by law the promoter (VET centre), in the figure of the tutor, from the date of activation of the internship is responsible for monitoring the internship experience; together with a substantial purpose: to bring out from the internship the educational nature, the educational accompaniment, the implementation of the training project by guiding the students towards the success of the VET pathway (personal and professional growth and employment possibilities at the exit).

Activity 2A: Monitoring with company :

Three monitoring sessions are planned by the training mentor with the company mentor, in addition to any situations of need, which may require further intervention.

The dimensions on which the in itinere monitoring with the company tutor focuses with respect to the student :

- punctuality and respect for the rules;
- communication and interpersonal skills;
- specific professional skills to be filled or acquired;
- any criticalities;
- objectives of the training project.

For third- and fourth-year students, the availability of apprenticeships or possible extracurricular internships is also being investigated.

Activity 2B: Monitoring with the student
Throughout the work placement the student is supported by the training tutor with periodic visits to the host company. The visits are aimed at helping the student to increase awareness of his or her own resources, abilities, limits and insecurities that emerge during the work placement experience; to monitor and try to identify any problems that may arise during the training course. In addition, two returns to school are planned for the class group.
If there is a real need, the student can always contact the training tutor in addition to the scheduled meetings.

Phase 3: Evaluation and revision of training experience
The training tutor, in the internship experience, is an intermediary figure who, through reflective practice, allows a link between the world of work and the world of school with a view to learning and growth. Reflection on the experience and its re-elaboration become fundamental elements in making the internship and the 'first steps' into the world of work a formative moment of the VET pathway, one of the most significant in this type of pathway. The figure of the tutor, a feedback from the training and company tutor and a self-assessment make this happen. Evaluation not in purely measurable terms, but in a formative key, which places hard and soft skills and strategies for enhancing and strengthening them as direction and purpose. The student does not perceive it as a judgement coming from outside, but as a co- participation and construction of a process in which he/she has been the protagonist, with intermediate moments of reflection on the progress, so the final evaluation and self-assessment comes in a conspicuous and natural manner.
In this basic context, some theories such as Dewey's "Learning by doing" are significant as an intentional pedagogical background to learn through concrete experiences, to be the protagonist of one's own learning and to synthesise by putting into action the notions acquired at school, in the case of this phase in particular, reflection on the act is used as a way of knowing the subject who looks at himself in action to understand and improve the logic of his acts. Another theory from which to take the aspect of reflexivity on the act as one of the ways of sedimentation of knowledge and experience from an educational perspective is "cognitive apprenticeship", i.e. a proposal for the organisation of teaching activities that takes up the principles of traditional apprenticeship, of the so-called "craft workshop" of past, of competence-based teaching, of the "conceptualisation of practice" and is realised in an approach that pays more attention to the metacognitive aspects and the different contexts of application of the learning process. It is implemented in these phases: modelling, coaching, scaffolding, articulation, reflection, exploration.
Precisely because of its focus on the metacognitive dimension, it offers interesting insights into the accompaniment of the internship and the final evaluation part, in particular the phases of :

- articulation: students are encouraged to verbalize their experience.
- reflection: one is pushed to compare one's own problems with those of an expert.
- exploration: it pushes itself to pose and solve problems in a new form.

These are all theoretical elements that form the background and guide the purpose and modalities of this phase.
The results of this phase can be summarized as:

- formulate a concise but meaningful evaluation of the experience and share it with the student.
- verify the student's future exit orientation and vocational specialization.
- provide feedback to the class council on each individual student and the class.
- have elements for technical-professional instructional design.

<u>Activity 3A: Completion of final evaluation file by company and tutor</u>
The training mentor in the week after the placement goes to the company and fills in the dossier with the company mentor.
The discussion with the company tutor goes into the verification of the objectives of the training project and, more generally, of the perceived growth, of the skills demonstrated and of any difficulties and sticking points.
In addition, the possibility of a work placement for the student is checked,
In conclusion, the dossier is compiled and the attendance register of each student is checked
Criteria analysed for evaluation:

- Achievement of training project objectives;
- Development of professional skills;
- Maturation of transversal skills;

<u>Activity 3B: Student self-assessment questionnaire</u>
After returning from the internship, during a lesson held by the training tutor within the UF internship course, each student fills it out independently.
Criteria analyzed for evaluation:

- Achievement of training project objectives;
- Development of professional skills;
- Maturation of transversal skills;

<u>Activity 3C: Tutor-student internship experience feedback interview</u>
In the following weeks, personal interviews take place between the training tutor and the student.
The objectives of the interviews are to return and mediate the company's assessment, share the student's self-assessment and rework the experience with a view to relaunching one's own training path. The final output is to set goals with respect to the school and vocational path, filling in the skills still missing and investing in those that emerged during the internship.
A logbook is required.
Tools used for the interview:

- Student evaluation questionnaire
- Company tutor evaluation questionnaire

- Internship diary
- Training project
- Attendance register
- Reference to the training project

Activity 3D; Relationship between labour office and companies for the purpose of future job placement
The employment office contact person is responsible for collecting feedback from the company and the availability of possible future collaborations or the possibility of apprenticeships or extracurricular placements for other students.

3. Resources

Players:

- The tutor : Tutor is a professional figure working within VET centers with a humanistic-holistic approach, supporting career guidance and student welfare. The educational tutor can be defined as a particular knowledge worker who, generally operating within a formal educational institution on the basis of a specific educational project, accompanies the learners of a training course in the learning process centred on social and emotional aspects. At the Cometa VET centre, this role has a purely educational character. The tutor is the point of reference for one or two classes in the school - with an average of 25 pupils per class - and is responsible for supporting the educational pathway of each student from an inclusive and customized perspective, depending on the formative-educational project of each individual and the class group. The work of the tutors focuses on three processes/dimensions:
    - Educational relationship.
    - Mediation between school and family, teacher and student;
    - School-work-student mediation (curricular internship).

  He is a figure required by regional regulations concerning the realisation of curricular internships and is responsible for guiding the process of their realisation by accompanying the student along the pathway to achieve the educational goal.
  In summary, the tutor's objective is the educational success of the individual student and class group through integral human development that activates the individual's agency.
- Employment office: It is an internal service of the VET center. This service stems from the need to integrate school and work by accompanying students in their transition to employment. The areas of services provided for young people are: specific training, active job search tools, guidance and job placement. The office is responsible for managing lists of companies through new contacts and the consolidation of existing relationships, with a view to networking and training (internships and classroom meetings) and work partnerships (job placements).
- Company tutor: they play the role of accompanying the student during the internship within the company. He works in agreement and synergy with the school tutor, accompanies the student in the internship, taking as reference the objectives described in each student's internship training project. He is a reference for the student with regard to: company culture, specific technical tasks, consolidating and testing soft skills for a good adherence to the specific work context. It interacts with

the VET center and the school tutor with regard to the monitoring of the internship and its final evaluation.

Tools :

- The training project is always drawn up by the class tutor in co-partnership with the company tutor. This document is then regularly shared with the school's territorial relations manager before being passed on for signature by the respective parties (school legal representative, company legal representative, student).
- Student-company matching file: identify and detail the criteria for selecting the right matching and create a concise and effective matching file.
- Internship monitoring form: the significant elements obtained during monitoring with the company tutor and the student are noted, concerning the areas of skills and any critical issues relevant to the student's training.
- Student evaluation questionnaire Company tutor evaluation questionnaire Attendance register

Spaces :

VET Centre (classrooms and vocational-technical laboratories) and companies.

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16

Practice name:

VET Teachers and Developers to Learn Company Perspective

Position in the practice mapping

Human Resources

Organization

Ownwell

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VET Teachers and Developers to Learn Company Perspective

1. Practice journey

1.1. Synthetic description of the practice

All VET education is mainly aimed at excellence in the work environment. This means that company/work perspective should guide all the actions of VET and most intensively when there is company collaboration. The biggest need of company perspective is with disadvatageous groups. They are the group that cause most of the challenges. Sure it is very important for all, but most for them.
Often VET teachers and organizations have either slightly superficial and/or narrow understanding of companies. Often teachers don't have enough diverse and deep experience of working in all their relevant industries. Still they often can understand the practical work, but don't understand the perspective of the whole company or their understanding can be outdated. Industries change, often even fast.
This can result in inefficient education, a lot of little or bigger misunderstandings, low level of relationships, wasted time and energy etc. You don’t learn company perspective from a book or from seminars effectively. It is too wide, too practical and multi-perspective thing. Also the time of people is limited. They need something that is relevant to you just now.
This practice is a company perspective eye opener. It is a set of well defined case buildings and questions that are relevant to the needs of learner just now. These examples and questions are at the same time practical, wide and stimulating. Even if you have a deeper and wider understanding of companies, this can help you to correct many assumptions and connect things together in your head.

1.2 In-depth description of the main elements

1.2.1 Subject

VET teachers/facilitators of the teachers and education developers.

1.2.2 End users

VET teachers, education developers and VET governmental people. Specially those who are more in contact with companies and education developers

1.2.3 Functions

Eye opener for all. Can be easily tailored to different context understandings and roles.

1.2.4 Goals

- Get already a certain level of better company understanding that can be fast accumulated with a practice

- Be an eye opener to initiate and motivate the process of better company understanding to VET people (can be supported with other practices)

1.2.5 Output

- questions and case building self-learning set
- set of tools to trainers to give feedback to self-learning
- normal short sum-up training based on the earlier work made

Long time influences:

- better company / work collaboration of VET organizations
- better work transition of disadvantaged VET students
- feeling of better understanding between schools and work life
- work life needs better taken account in education in general

2. Phases and activities

- Market/sell the idea of training. Find a peaceful time and place for it.
- Self learning set: defined case buildings and questions that tailor to your needs
- Training where the feedback is handled and the topic dealt
- Follow-up material and session

2.1 Description of phases and activities :

Phase 1 : Market/sell the idea of training. Find a peaceful time and place for it.
Teachers and education developers are often full of activities. You need to sell them the idea of the practice and offer them paid time to do it. There needs to be enough will from the organization management also to make this. Explain the results achieved and experiences. Also that this is very different training than normal lectures or classes.
Setup is next:

- you give your workers one time out of work and say that they go to nature at least for some time during the day (or whole day to some inspiring place). Maybe they can even send images from the place they are to a group of others.
- then there is another day that is together with a group of other learners, where you deal with the feedback and sum-up everything together. This can be in some inspiringl place.

Also a camp of 2 days is possible, but this needs good brain energy from people. Not only feelings. Then different sleeping places, all other people coming there etc. can disturb the process. And it is also much more expensive.

Phase 2 : Self learning set: defined case buildings and questions that tailor to your needs
This is a set of well defined case buildings and questions that are tailored to the needs of the group that is being trained. The content is at the same time practical, wide and stimulating. This is a phase where learners think on their own with a certain well defined guiding structure.

Phase 3 : Training where the feedback is handled and the topic dealt
This is where learners gather together in a physical (better) or virtual environment to get feedback on their activities. Feedback can be organized partly by facilitators and partly by the

group of learners themselves. Then there will also be theoretical training and thinking session after that.

Phase 4: Follow-up material and session

Learners will have a material on how they can continue with the training outcomes and benefit from it in their every day work.
Session can be made virtually. There can also be a community of people around this topic.

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Practice name:

Individualized Support Plan

Position in the practice mapping

Governance

Organization

Lantegi Batuak

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Individualized Support Plan

1. Practice journey

1.1. Synthetic description of the practice

Dialogue and assessment of the person's situation (participation, expectations, possibilities and resources,...)
Determination and consensus on personal goals in various fields
What would we like to see happen at this time?
Establishment of the supports and actions to be developed for the person.
It supposes a document that is characterized by its simplicity and accessibility to information (through images, symbols and photographs).
It is prepared as a team by the project monitor, the user, his/her monitor, in some cases the family and the technicians from the care area.

1.2 In-depth description of the main elements

1.2.1 Subject

We work with people who has a lot of special needs, and for us is very importante to know wich are their dreams, their projects and their way to developed

1.2.2 End users

Our Fundation gives answer to 3.200 person at the moment. 82% have a disability certificate. About 1.400 intellectual disability, 180 mental illness, 931 physical and sensory disability.
So for us is very important to know the individuality of each person

1.2.3 Functions

Create a biannual dialogue space to detect personal goals, work objectives, and future plans and aspirations. All of this is subsequently contrasted with a multidisciplinary team and with the person's family or guardians.

1.2.4 Goals

- Assess and know the individual support needs of people.
- Track the person at the job.
- Make individual training plans.
- Facilitate the selection of people.
- Establish a policy of professional development.
- Identify people in processes of deterioration and aging.
- Facilitate the adaptation between the person and the job.
- Valuing jobs.

- Improve working conditions.

1.2.5 Output

The final product is a book, very usefull at the worshops, and is very handly for all the sheltered work organizations.

2. Phases and activities

List of phases of the practice

- Phase 1: Initial suport
- Phase 2: Interview of personal goals
- Phase 3: MYP Design
- Phase 4: Interview with families and guardians.
- Phase 5: Interview with the user
- Phase 6: Implementation of the MYP
- Phase 7: Evaluation.

2.1 Description of phases and activities :

Phase 1: : Initial suport
They are the first supports that a person receives when they arrive at Lantegi Batuak Includes initial guidance along with a first partial profile assessment according to the Profiling Method. Three months after incorporation, a first complete profile and an interview will be carried out in the occupational service of assessment of the probationary period.

<u>Activity 1A</u>
Initial orientation: it is done when requesting a place.

<u>Activity 1B</u>
Reception: it is done prior to access to the center.

<u>Activity 1C</u>
Operational reception: it is carried out at the time of accessing the center or the service.

<u>Activity 1D</u>
Evaluation of the profile: at the time of the initial orientation a partial assessment is elaborated.

<u>Activity 1E</u>
3 months after joining the workshop, the complete profile is made.

Phase 2: Interview of personal goals
Interviews in which personal goals or interests are detected

<u>Activity 2A</u>
It will be carried out during the fifth month from the incorporation of the person to the center.

Activity 2B
Then it will be held every two years.

Phase 3: MYP Design
Meeting of the team of professionals to define the individual support plan for each person, based on:

- personal goals
- work objectives
- interventions and other support
- the profile and itinerary
- quality of life questions

Deadlines and responsible persons are established.

Activity 3A
Record of goal interview.

Activity 3B
Individual training objectives.

Activity 3C
Profiling method.

Activity 3D
Orientations.

Activity 3E
Supports

Activity 3F
Aging detection protocol

Phase 4: Interview with families and guardians.
Meeting with the family or guardianship referent, communicates how personal goals are going to work, job training objectives

Phase 5: .Interview with the user
Meeting with the user to agree on personal goals, training objectives, supports and the level of the profiling method
In these interviews, the level of satisfaction of the person is measured.

Phase 6: Implementation of the MYP
It refers to the beginning of all those activities with which it is intended to achieve personal goals, objectives and interventions.

Phase 7: Evaluation

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With the evaluation and review of the MYP, the degree of achievement of the goals and objectives, and in general, of all the supports that the person has received during the year are analyzed and assessed.
The evaluation will be carried out as they are concluded or at the end of the year.
A mid-term evaluation will be carried out in June.
At any time, new goals and objectives can be opened within those two years.
After twoyears, the process will begin again.

3. Resources

Players:

- Head of center or service: professional who manages about 120 people. Responsible for relating to clients, distributing work, assessing group needs and ensuring the proper functioning of the center or service.
- Psicologist or Pedagogue attached to the center: is a figure that provides qualified support to each center in relation to proposals for personal or social adjustment. it gives organizational coherence to the decisions established by the Social and Labor Development Department.
- Section manager: person who is in charge of organizing the work activity of a group of about 25 people, analyzing the divisibility of tasks, the adaptation to individual capacities, the interrelation between the members and the daily relationship with people and the family for daily punctual aspects
- People support technician: is the professional who conducts goal interviews, non-work activities, community experiences, returns to families

Tools:

- Orientation report
- Profile
- Reception register
- Reception documentation.
- Previous file
- Record of goals
- Questions about quality of life
- Record of goal interview.
- Individual training objectives.
- Profiling method.
- Orientations.
- Supports
- Aging detection protocol
- Parent Document
- Record of goals
- Training objectives
- Documents of other supports

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- Individual Support plan https://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/isp.aspx#:~:text=An%20Individual%20Support%20Plan%20(ISP,achieving%20and%20maintaining%20personal%20outcomes

18

Practice name:

Personal Coaching in Real Working Life Environment

Position in the practice mapping

Teaching practices – Professional skills development

Organization

Omnia

Co-funded by the Erasmus+ Programme of the European Union

Personal Coaching in Real Working Life Environment

1. Practice journey

1.1. Synthetic description of the practice

Personal coaching in real working environment is a service for young unemployed jobseekers who want to get acquainted with working life and their chosen profession in a real work environment. The young person works in the workplace and receives guidance from a workplace representative on how to do the job. The young person also receives personal coaching from the personal instructor of the youth workshops while working in the workplace. Personal coaching supports a young person's work in the workplace, it is able to support the young person in a timely manner and promotes the planning of the young person's further path to work or education.
Personal coaching in real working environment gives young people the opportunity to become acquainted with the real work environment and their chosen profession, as well as to practice their working life skills. The young person is on a work trial (a measure to promote employment). During the work trial, the personal coaching is taken to the work environment in question, and the personal coach supports both the young person and the employer in any questions related to the work trial.
An employer representative appointed from the work environment provides guidance to the young person on how to do the job and on workplace practices. The young person works as part of the work community and learns new skills. The personal coach offers support in planning the young person's further path and any questions related to working life during the work trial.

1.2 In-depth description of the main elements

1.2.1 Subject

Unemployed job seekers can take part in personal coaching in real working environment. As a rule, the young person is guided to job training after first participating in work activities at youth workshops.
The actors in personal coaching in real working environment are the young person, the employer, the personal coach and the employment services. The young person and the employer draw up an agreement on work trial in the workplace with the employment services. In addition, the personal coach and the young person draw up an agreement on personal coaching for the duration of the work trial period.
It is the employer's responsibility to take care of the young person's introduction to the job and the work community and to commit to guiding the young person in the work environment.
The personal coach supports the process from the background. The personal coach helps e.g. in drafting a work trial agreement and provide information on the boundary

conditions of the work trial and the content of the contract. In addition, the personal coach and the young person work together to set goals for the period and agree on the support and its form. Coaching meetings can take place over the phone or at the young person's work trial site or in another agreed environment.
In addition, all three parties may agree on joint meetings to evaluate the trial period and its objectives.
Finally, employment services are provided with an assessment of the young person's performance in work and compliance with working life practices. In addition, employment services are highlighted if challenges are identified in the young person's ability to work. In this way, employment services can find the best possible service for the young person in the future, if the work trial does not lead to employment or studies.

1.2.2 End users

The purpose of personal coaching in real working environment is to help the young person to find out about their own professional interest, to get acquainted with the chosen profession and to gain experience in being in a work community. The aim is that after the work trial, the young person would continue to find himself or herself in the right place: for studies, work, a social or health care service or another employment-promoting service.

1.2.3 Functions

Personal coaching in real working environment is often planned with the participation of a young person in a workshop. The young person may want to get to know a certain field in more detail and learn more about it, in which case they will start looking for a suitable work trial place together. It is important that the young person is an active player in this process at all times. Companies as well as public or third sector actors can act as work trial sites. A contract for work trial and Personal coaching in real working environment is often drawn up for two months at a time. (Maximum length 6 months).
The young person starts the work trial as agreed and the personal coach is in regular contact with the young person and they go through current affairs together and discuss the thoughts and feelings about the work. In addition, it is important to actively consider the follow-up plan after the work trial.

1.2.4 Goals

Personal coaching in real working environment can aim, for example, to become acquainted with the profession in a real work environment, to gain work experience, to learn new skills (working life skills and professional skills) and to find employment. After personal coaching in real working environment, the goal is for the young person to better identify their own interests, resources and potential barriers to employment. The goal is the young person's employment, aided paid employment or studies. Personal coaching, which is included in personal coaching in real working environment, reduces the gap between the transition from supported service to work.
Personal coaching in real working environment may also be able to meet companies needs for labour shortages.

1.2.5 Output

Personal coaching in real working environment gives the young person an understanding of themselves as employees, their own interests, resources and support needs. A young person can become empowered during the process if they gain experience of active agency. Personal coaching in real working environment also provides information to a network of professionals on a young person's ability to work and function that can better support the young person towards a suitable job or education. Personal coaching in real working environment can lead to a young person's employment and meet the employers need to recruit. The model supports a young person's transition to employment, often through education.

2. Phases and activities

List of personal coaching in real working environment phases:

- Phase 1: Identify those young people who could particularly benefit from personal coaching in real working environment, as well as those employers who are committed to mentoring the young person in the workplace.
- Phase 2: Drawing up contracts: setting clear targets for personal coaching in real working environment.
- Phase 3: Active period of personal coaching in real working environment: learning, mentoring and assessment
- Phase 4: At the end of personal coaching in real working environment, the young person is referred to a suitable job, training or other service

2.1 Description of phases and activities :

Phase 1: Identify those young people who could particularly benefit from personal coaching in real working environment, as well as those employers who are committed to mentoring the young person in the workplace.
Personal coaching in real working environment is one form of service at Youth Workshops. It is important to identify and find those young people who could benefit from the service. This is affected by e.g., the young person's own desire, ability to work and resources. As a rule, young people who start personal coaching in real working environment have previously been clients in youth workshops. During the workshop, the personal coach has gained an understanding of the young person's background, life situation and goals.
It is also very important to find suitable working life partners who are committed to providing the young person with a work trial place and offer guidance on the work duties. An employer does not need to have special expertise in mentoring part-time employees, but it can be helpful.

<u>Activity 1A: Mapping</u>
Consideration of the young person's goals, wishes and background in the direction process: Is the young person aiming for employment or getting to know the field and then possibly training in the field? Does the young person already have work experience and education or is he/she gaining work experience? Considering these factors is important so that the goals and direction can be set correctly.
Example: A young person is at the interior decoration workshop and has already a vocational qualification but no work experience. This young person tells that he / she is not interested in working on that vocational field, but on the other hand does not know what to study. He / she has enjoyed the time in the decoration workshop and would like to learn more and see the options for working in that field. As a result, it is recognised that this young person could benefit of a work trial in a decoration company.
The development of employer cooperation is an important part of the implementation of a smooth service. Here we can take advantage of Omnia's internal cooperation and existing partners or find new partners. It is important that the employer is able to commit and direct

resources to guiding the young person in the work environment. The service can also provide an opportunity for an employer to find labour.

Activity 1B: Starting the cooperation
When a young person is known who could benefit from personal coaching in real working environment, an employer is sought together with the young person who could provide the best possible work environment and guidance for that young person. At this point, the knowledge of the working life partners becomes central again. At its best, a personal coach could identify the needs of both the young person and the employer and bring them together. The working life partners are mapped mainly locally, and when a potential employer has been found, an appointment will be made. The aim of the appointment is to go through, together with the employer and the young person, all duties and responsibilities that the employer will have towards the young person.
Example: The need for a Personal coaching in real working environment has been identified. The young person knows the vocational field that he / she wants to know better in a real working life environment. An appointment is made, during which potential employers are mapped. When a suitable company will be found, the young person, assisted by the personal coach, contacts the employer via e-mail or phone and and asks for the possibility to have a work trial in the company. The personal coach helps by providing information about the services of the youth workshops and about the main goals that are offering the possibility to get to know the vocational field, to gain work experience – or perhaps even to get a work contract, if the the work trial goes well and the employer needs more employees.

Phase 2: Drawing up contracts: setting clear targets for personal coaching in real working environment.

Activity 2A: Cooperation meeting
Once a suitable young person and employer have been found, a joint meeting is arranged. The young person, the personal coach and the employer representative meet. The meeting introduces and discusses the goals of personal training in the workplace, the expectations, rights and responsibilities of the young person and the employer. The roles of each one of them during the action is gone through in the meeting.

Activity 2B: Drawing up contracts
There will be two contracts drawn up for the personal coaching in real working environment. Work trial agreement between the young person, the employer and the employment services, and an agreement on personal coaching between the young person and the personal coach. Agreements can be drawn up in the same meeting and the goals are drawn up to support each other. During the preparation of the contract, the work tasks, working hours and days as well as the objectives of the period are reviewed, and the duration of the contract is agreed upon. The responsibilities and obligations of everyone, insurance matters and the benefits of the young person will be discussed with the parties and contact will be agreed. After this, work trial and personal coaching can begin.
The contract contains the contact information of the young person and of the employer as well as the concrete goals of the work trial. This is an example of a work trial at a grocery:

1. The young person gets to know the main worktasks: learns how to work on a cash desk, how to clean the store, how to unload the charge and how to deal with customers
2. The young person follows the working times and knows the basic rules of working life

Moreover, the contract contains the working time, which normally is four or five days a week and five to six hours a day.

Phase 3: Active period of personal coaching in real working environment: learning, mentoring and assessment
The young person has started a work trial period in the workplace and is learning something new every day. The young person receives the necessary orientation to work and gets to know the work community. The personal coach implements personal coaching by meeting the young person at the workplace or by being in contact with the young person in other ways. Contact can take the form of, for example, telephone contact once a week, where the young person's experiences for a week can be reviewed.

<u>Activity 3A: Joint meeting</u>
Already when drafting the contract, it is a good idea to agree on the first joint meeting, which will take place at the beginning of the personal coaching in real working environment period. The meeting can be arranged in a work environment or by using technology. It is a good idea to go through the beginning of the period at this meeting. Discuss both with the young person, workplace instructor's thoughts on starting the period. Has everything gone well, or have challenges or confusions emerged? In this case, any confusions can be corrected at the very beginning of the period and an appropriate coaching process can be provided for the young person. At the end of the meeting, it is a good idea to arrange the next joint meeting around the middle of the agreement.

<u>Activity 3B: The young person learns in a work environment and receives coaching from a personal coach while working</u>
This point can be described as active learning period. The young person carries out the agreed work tasks in a work environment. He/she receives support and feedback from the instructor, as well as possible new assignments. The young person is part of the work community. The young person knows how to act, for example, in the event of illness. The young person takes responsibility for what he/she does and learns about the typical jobs in the field.
When a young person works in the workplace, they are regularly contacted by the personal coach. These discussions cover the tasks and their meaningfulness and fluency, consider together whether the field could be of interest to the young person in the future and, for example, what kind of training may be required in the field. In these discussions, the aim is also for the young person to learn to identify their own skills and resources as well as those things where they need even more skills or knowledge. Meetings can include CV's and school or job applications that support the young person's goals.

<u>Activity 3C: Second joint meeting</u>
It is appropriate to meet again In the middle of the period. Here it is important to assess the period that has elapsed: the performance of work tasks, the observance of working life practices and the meaningfulness of work tasks. It will also examine whether the period has progressed towards the objectives set out at the beginning of the period. The young person tells what they have learned, whether they need special support for something and what they hope for the rest of the period. Agree on possible changes in coaching or continue as before. Arrange a final meeting at the end of the period.

<u>Activity 3D: Learning in the workplace deepens and the future plan concretises</u>

The purpose of this stage is that the young person already manages the work tasks independently and is able to act in accordance with workplace practices and the general rules in working life. The young person understands the profession better and recognises their own skills. Work will continue with the personal coach and the follow-up plan after personal coaching in real working environment will be concretised. Further paths can be school search, job search, possible employment in the current work environment or, for example, referral to a work ability assessment or health service.

Phase 4: At the end of personal coaching in real working environment, the young person is referred to an activity or service

Activity 4A: Assessment and feedback, a common discussion
As the period ends, a joint meeting will be held between the young person, the employer's representative and Omnia's personal coach. Evaluate personal coaching in real working environment as a whole, reflecting on the goals set at the beginning.
The young person receives feedback on their performance and possible points of development from the employer's representative. Positive feedback has a major importance.
The young person articulates their own work performance and the guidance they receive and knows better what the work tasks in the profession in question are.
In the evaluation discussion, a feedback form of the work trial is prepared from the perspective of both the employer and the young person. This will be provided to the employment services representative.

Activity 4B: The path forward
During the work trial, a lot of information has been gained about the young person: his or her interest in the field, work ability, skills and resources. Based on this information, the young person's further path is outlined together with the young person, Omnia's personal coach and a representative from the employment services.
The path forward can be employment for the employer, in the form of paid or subsidised work, applying for studies in the field, or referring to a work ability assessment, for example, if the young person's ability to work has raised questions.
It is important that the young person is still involved in planning the path forward at the end of the personal coaching in real working environment.

3. Resources

Players:

- Young person: The young person has been an active player since the beginning of the service. He/she participates in looking for and finding a job, starts personal coaching in real working environment as agreed, and participates in activities and tasks as agreed. He/she learns new knowledge and skills and learns to identify her own resources and challenges. The young person identifies what they are interested in and participates in the planning and implementation of their own path forward.
- Workplace instructor: The workplace instructor undertakes to guide the young person to the agreed work tasks and to the work community. The workplace instructor familiarises the young person to the work and is present in everyday life. Workplace instructor gives feedback and evaluates the young person's activities and commitment to the activities under the agreement.

- Work community: The importance of the work community in the process of personal coaching in real working environment is great. The young person learns from all members of the work community about professional tasks and working life practices. The goal is for the young person to gain experience of involvement in the work community.
- Personal coach (Omnia): The personal coach supports the young person's learning in the work environment, through coaching discussions. The personal coach helps the young person to identify areas of interest, experiences of success and to see different options for the path forward.
- Employment services One party to the agreement who makes a statement about the young person's participation in the agreed activity, which is necessary, for example, from the point of view of unemployment benefits. Employment services also have a role to play in providing young people with a suitable service to advance this employment.

Tools:

- Work trial contract and contract for personal coaching in real working environment: Contracts are tailored to the needs of the young person, taking into account the conditions and wishes of the workplace. Personal goals for the personal coaching in real working environment period will be written in the contracts.
- Guidance discussions: Guidance discussions are provided by both the workplace instructor and the personal coach. The purpose of the guidance discussions is to give the young person feedback on their activities and to increase the young person's understanding of their own resources and competence. The personal coach provides information on further path opportunities and considers these together with the young person. As agreed, the telephone or, for example, the Microsoft Teams platform can serve as assistive devices for discussions.
- Evaluation discussion and feedback form: At the end, the young person's competence and ability to work are assessed together. A structured form of employment services is used here, which collects information on work ability and assessment and helps the individual coach to better identify the young person's service needs if personal coaching in real working environment does not lead directly to finding a way forward.

Spaces:

The young person's main operating environment is the workplace. The young person works in the workplace on the days and at the times agreed in the contract. Meetings with a personal coach can be tailored to many different environments. The personal coach can walk to the workplace, or the young person can come to Omnia's premises for a meeting. Other environments such as libraries or cafes can also serve as a meeting place, depending on the nature of the meeting. In addition, assistive technology can be utilised.

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Practice name:

Recognition of Competences in Non-Formal Coaching Environment

Position in the practice mapping

Teaching practices – Professional skills development

Organization

Omnia

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Recognition of Competences in Non-Formal Coaching Environment

1. Practice journey

1.1. Synthetic description of the practice

In Finland, vocational qualifications are divided into units, which are assessed in working environments. A non-formal coaching environment can serve as such a working environment. In those cases, a coach is acting as a representative of working life in the assessment. Trainees may complete vocational qualification units even if they are not officially students. A vocational institution accepts competence demonstrations regardless of the learner's status.

1.2 In-depth description of the main elements

1.2.1 Subject

A coach working in a supported coaching environment
The coach will start the process by contacting a vocational teacher. The goal is to agree on a demonstration of vocational competence for a trainee who works in a coaching environment. The things to be taken care are such as the work tasks to be performed on the competence demonstration, the documentation of the work and how to do any additional tasks, for example on an application platform and the schedule.

A vocational teacher
The vocational teacher decides which unit of the degree is suitable for the coaching activity and makes the decision of the competence demonstration. The demonstration itself is assessed in the same way as for official students. The teacher carries out the assessment together with the trainee and the coach. Various documents, like photos and videos, can be used during the assessment. When needed, information-related tasks can be useful. Once the demonstration is passed, the teacher transfers the grade to the study administration systems.

1.2.2 End users

A trainee working in a supported coaching environment
The trainee works normally in a non-formal supported coaching environment, performing the required tasks on the demonstration. If necessary, the trainee takes pictures for the documentation and does additional tasks. The skills of the trainee and the documentation is assessed together with the coach and the teacher. The trainee participates in the discussion about his / her own grade so that he / she understands the criteria for the assessment and has opportunity to explain his / her own view.

1.2.3 Goals

The trainee receives an official diploma, a certificate of completed vocational units. He or she can take advantage of the certificate when applying for a job or study. In addition, the development of the trainee's self-esteem is worth mentioning.

1.2.4 Output

A trainee receives a certificate of completed vocational units. The certificate is acceptable performance, there is full accreditation so that a trainee doesn't have to do the same vocational qualification unit on his/her later studies as a student. The certificate helps a trainee to identify his / her own strengths and motivates him / her for postgraduate studies.

2. Phases and activities

2.1 Description of phases and activities :

Phase 1: Identification of the trainees' competences
The coach identifies the trainee's competence(s) in the coaching environment. If the trainee's competence(s) meets the requirements / criteria of the vocational qualification unit, the coach will contact the teacher and suggest demonstration of the competence. The teacher and coach agree on practical arrangements for the demonstration. Things to reconcile are the work required on the demonstrations and the schedule. The teacher also registers the learner to the vocational institution's information system.

Activity 1A
The coach identifies the trainee's competences. The documentation can be made for example by using a separate excel file which has been created following the criteria of a specific unit of the qualification (check out the GIVE-practice "Identifying competences in non-formal learning environments"). When the coach has identified a sufficient level of competence(s), he/ she ensures that the trainee is ready and willing to demonstrate the skills to the vocational teacher.

Activity 1B
The coach suggests the organization of a skills demonstration to the vocational teacher. The coach may send the above-mentioned excel file to the teacher. The vocational teacher decides if the skills demonstration can take place.

Activity 1C
The coach and the vocational teacher agree on the details of the skills demonstration. The details contain e.g., tasks to be carried out, ways and extent of the documentation as well as the date for the assessment discussion.

Phase 2: Completion of agreed work tasks and documentation
The trainee performs the agreed tasks in the coaching environment. The work assignments are familiar to him/her, as he/she has had time to practice them in advance during the coaching session. The coach documents the work with various methods. If necessary, the trainee carries out learning tasks in the application environment.

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Activity 2A
The trainee performs the agreed tasks. It´s good to avoid too much pressure for the trainee so that he/she can concentrate on the tasks and show the best performance.

Activity 2B
The coach documents the accomplishment of the tasks – photos and videos are often used for this purpose.

Activity 2C
A specific student application may be used, if required. By responding to the exercises, the trainee completes his / her skills, and the teachers ensures the level of the competences related also to the theoretical contents. If needed, the trainee may get support for answering the questions, even though it is important that the trainee answers to the main questions by himself /herself.

Phase 3: Assessment
At the assessment session, the trainee presents the work done and perhaps gives a sample of the work. Documentation and any completed learning assignments will also be reviewed. The teacher introduces the criteria of the qualification unit and the grading scale. It is important that the trainee is allowed to take part in the assessment and can express his or her views. Once the grade is agreed, the teacher enters it in the information system of the institution from which it is transferred to the national qualifications database. If a trainee wishes, he / she can order a certificate in PDF-format.

Activity 3A: identification of the competences
The teacher introduces the criteria of the vocational degree unit. The aim of this activity is to help the trainee to identify the most important competences of the unit of the qualification.

Activity 3B: presentation of the work / tasks by a trainee
The trainee describes and demonstrates what kinds of tasks he / she has carried out and how he / she has performed them. The trainee may also show documentation of the work carried out.

Activity 3C: assessment with the trainee
A vocational teacher, coach and the trainee take part in the assessment. They compare the performance of the tasks to the criteria by a common discussion. It is recommended to take this discussion as a trainee's learning experience which repeats the most important parts of competences. It is also important that the trainee understands why he/she got a certain grade as a result of the assessment.

Activity 3D: documentation of the assessment
The teacher saves the grade into a database through which it is transferred to a national database. It can later be found from there, if the trainee continues the studies.

Activity 3E: delivery of the certificate
The administration unit of the training organization sends a proof / certificate of completing the unit of the qualification to the trainee.

3. Resources

Players:

- COACH: The coach's contribution is the most significant. He or she should take care of identifying the skills of a trainee and of contacting the teacher. He or she must plan the assignments so that they meet the criteria of the vocational qualification. He or she should supervise and document the work of the trainee. He or she should also attend the assessment event. This takes approximately one business day.
- TEACHER: The working time of a vocational teacher depends on the local practical solutions. The learner must be attached into information systems and attend an assessment session. In addition, it takes time to travel to the coaching place. This takes around 2-4 hours. The working time used will be reduced if more than one trainee is present at the same time.
- TRAINEE: The trainee practices the tasks related to the specific profession and learns new skills. Completing one unit of a qualification takes approximately 2-4 months of practicing, after which the trainee demonstrates the skills according to what has been agreed.

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Practice name:

Governance Process in LAN ESKOLA

Position in the practice mapping

Governance

Organization

Lantegi Batuak

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Governance Process in LAN ESKOLA

1. Practice journey

1.1. Synthetic description of the practice

Lan Eskola aims at improving employability of people with disabilities through up-skilling techniques and activities, where creativity and continuous innovation are key factor for continuous improvement. It is, indeed, the framework in which all Lantegi Batuak´s employability-related educational activities are framed. The main goal of the project is enabling them to acquire competencies and skills which will allow them to lead a satisfactory and autonomous adult life in their personal, social and professional spheres.
The Lan Eskola educational project aims to improve the employability of people with disabilities. Nevertheless, as the following illustration shows, it goes further than the strictly educational sphere. Taking SDGs (Sustainable Development Goals) as our reference, we are looking to make a direct impact on goal number 4: "Quality education: guaranteeing inclusive, equal, quality education and promoting life-long learning opportunities for all". More specifically...

- 4.4: "Between now and 2030, considerably increasing the number of young people and adults with the necessary competencies, in particular technical and professional, to enable their access to employment, decent work and entrepreneurship";
- 4.5: "Between now and 2030, eliminating gender differences in education and ensuring equal access to all levels of teaching and vocational training for the vulnerable, including people with disabilities, minorities and children in vulnerable circumstances"
- and 4.a: "Building and adapting educational installations to take into account the needs of children and adults with disabilities and gender differences, thereby offering safe, non-violent, inclusive and efficient learning situations for all."

The Lan Eskola Project also aims to tackle goal number 5: "Gender equality"; number 8: "Decent work and economic growth"; and number 10: "Reduced inequalities". As part of the goal for "Decent work and economic growth", we aim to respond specifically to the following...

- 8.5: "Between now and 2030, attaining full and productive employment and decent work for everybody, including young people and people with disabilities, as well as equality in remuneration for work done"
- 8.6: "Between now and 2030, considerably reducing the proportion of young people not in employment or education or receiving training of any kind".

Based on this scheme of impact, I would like to highlight the influence of the Lan Eskola project on the whole of our society, and to contextualise the importance and significance of projects such as this for people with the greatest difficulties. Our goal is inclusion and our path is excellence through governance.
For innovation is the key part of our method, both teaching practices and R&D are part of the same working process. To continue, the practice that we present is not focused on the distributed and adapted inclusive training program that is Lan Eskola, but on the continued improvement of our management and governance model.

After the first three years since the project of Lan Eskola started, we decided to stop to reflect, do an evaluation of our project, and incorporate improvements in the project´s governance management process.

1.2 In-depth description of the main elements

1.2.1 Subject

To create and design a model of governance for LAN ESKOLA that is committed to inclusion and diversity

1.2.2 End users

Our end users will be directors and technical staff of Lantegi Batuak, who develop and must follow the structure of governance within our organisation. As agents of change and educational facilitators, we have a great responsibility for social transformation. We are permanently working to create this type of project in order to build a base for new methodologies and new milestones in the sphere of both formal and non-formal education.

1.2.3 Functions

Good governance will ensure that LAN ESKOLA is working effectively, and providing competent and practical training to people with disabilities. The essence of the design and development of our training project is its enterprising, stimulating character, where creativity and innovation are key factors for continuous improvement and have been the pillars of our project from conception and design through to planning and execution. Offering quality, inclusive education in the present context implies all students achieve academic success by enabling them to acquire competencies and skills which will allow them to lead a satisfactory adult life in their personal, social and professional spheres

1.2.4 Goals

To better the management process and systematisation of our project to become more inclusive and innovative in our governance model. This will ensure that our participative design with a multi-discipline, strategic, and innovative vision, can be achieved in line with our initial, foundational idea of LAN ESKOLA

1.2.5 Output

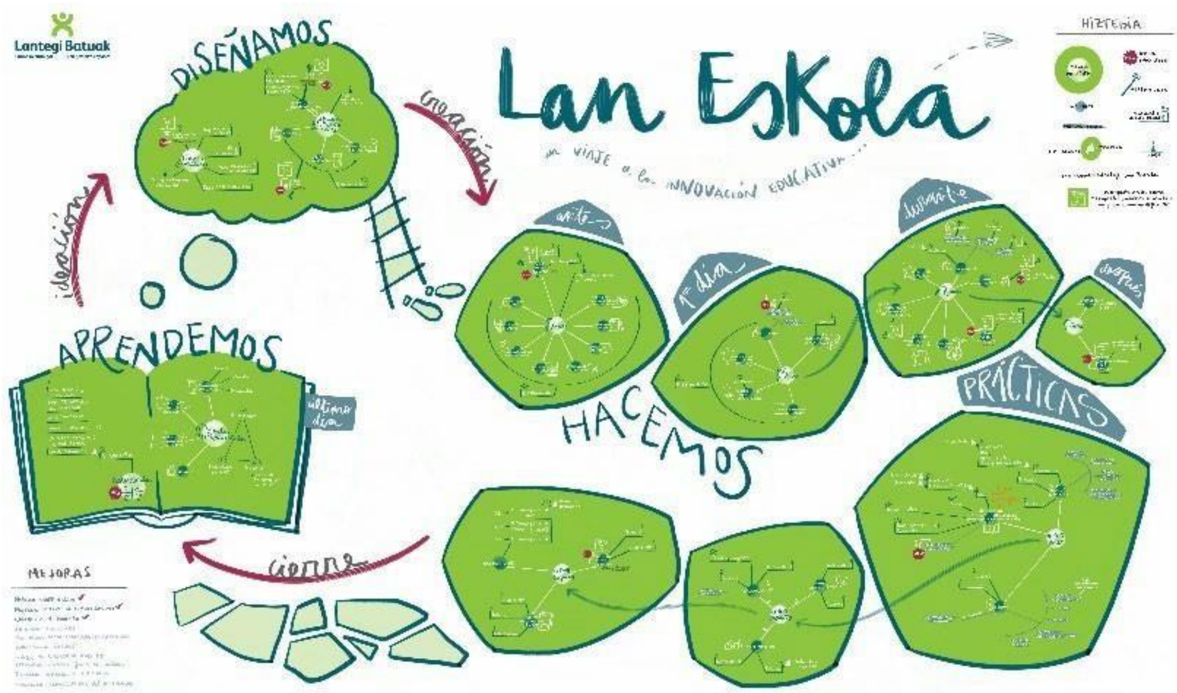
The governance model of LAN ESKOLA is facing three main challenges that can be addressed in these ways

1. *Improving coordination and the project´s internal communication channels, defining the process of the work done and better explaining such work*
   a) Problem: Due to its transversal character, the people who make up the training team have an important communication and coordination role, and this often

translates as an excessively bureaucratic demand: a large number of meetings, duplicating work, little flexibility in the process of the work itself, lack of clarity

b) Solution: Synthesise and define the process of work to produce a more effective system; design a visual scheme to have a global perspective of the project to improve our coordination and sense of alignment and reinforces commitment.

c) Result: By using the participatory processes, we were able to incorporate everybody's suggestions in the final solution which these same people would then take away and put into practice, thus increasing our capacity to tackle all aspects needing attention in an in-depth manner, rather than simply the issues which we were conscious of.



Annex 1: LAN ESKOLA systematization process

2. *Publicising the work done by LAN ESKOLA, its examples of best practice and the results the project has obtained (both internally in Lantegi Batuak and externally)*

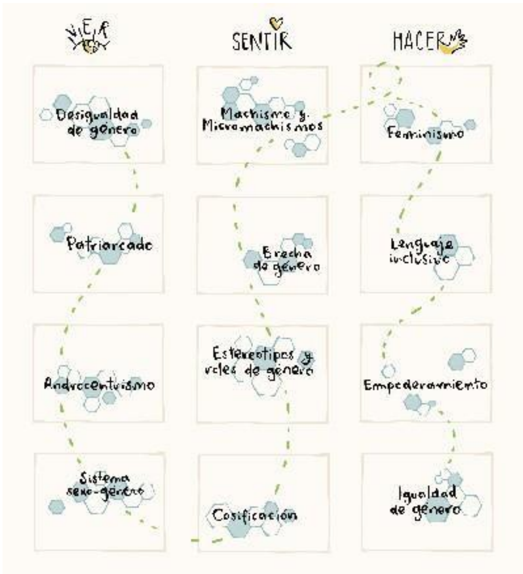
a) Problem: A lack of understanding within Lantegi Batuak of the Lan Eskola project, its results and examples of best practice. This lack of communication was part of a general problem within the organisation about sharing information. In relation to this product, we also wanted to find proposals which would facilitate communicative actions and make them more frequent

b) Solution: Create a clear and concise way to distribute our methods of work; Broadcast the LAN ESKOLA project with an audiovisual to increase the number of people who are aware of LAN ESKOLA and generate more impact in the society.

c) Result: We wanted to produce something which could easily be communicated and digested and could be broadcast as widely as possible. In this way, the video served to give visibility, to have an impact and to raise awareness. In order to do this we believed that the content should be presented in as dynamic a way as possible, to entertain with its originality and impact.

Annex 2: https://www.youtube.com/watch?v=IiYtssm10K4&t=125s

3. *Creating a product which highlights the examples of best practice at LAN ESKOLA with reference to education in gender equality. Create a working method for an adequate incorporation of the gender perspective in training and development processes*
    a. Problem: We were motivated to create a product which gathered the examples of best practice at LAN ESKOLA and would enable us to transfer our know-how across our borders and to work in cooperation with public- private agents. Here we have another example of participative governance which has the power to enable real transformations.
    b. Solution: To design a plan of work based on a predefined framework, Design Thinking, and on the needs and motivations identified by our organisation. The Design Thinking process is made up of five non-linear stages. The process begins by gathering as much information as possible and generating a large quantity of content which will grow or shrink depending on the stage, we find ourselves at.
    c. Result: Trying to be more gender inclusive means that we are broadcasting the examples of best practice from LAN ESKOLA relating to gender perspective in a training project; and are encouraging and helping other training centres or organisations in general to give training in gender equality, with the goal of sparking a knock-on effect, contributing to society and, most importantly of all, generating structural transformations whose impact will result in greater social justice.



Annex 3: example of some teaching tools and governance tools from our gender pack

2. Phases and activities

The method we used in creating, setting up and developing the project is similar in many respects to Lean Startup methodology, used globally by entrepreneurs. The theory behind Lean Startup is the idea that the most effective way to design a successful product or service is via rapid feedback loops which we attained by putting our project into practice and into the hands of clients and agents as early as possible:

1. We began the loop with the Construction phase where our ideas became reality, and by creating our first Minimally Viable Product (MVP). We were not aiming to create the perfect product, but to produce something which would give us sound feedback and help us to validate the hypotheses we were working with in relation to marketing our products and services.
2. Once we had developed our first product, we moved on to the Measurement phase where we took our products and services to market and collected the results and feedback related to these initial hypotheses.
3. Then we moved on to the Learning phase where we analysed the information collected during Measurement and were able, with the knowledge we now had about our products and services, to see how they fitted into the market (what qualities needed reinforcing, what was not valued by the user or end-client, which client needs were we most effective in solving, etc.) Thanks to this learning tool, we were able to begin a second loop and will go back to developing a better design for our products and services.
4. Finally, we received feedback from students as we wanted to ensure that we could understand as many perspectives as possible so that our products can be accessible, easy to use, and enjoyable for students.

2.1 Description of phases and activities :

We relied on Lean Startup methodology to make sure that our product fulfilled the requests of our clients and final users. This model underlines the importance of obtaining quick feedback each time our teaching practices are tested final users. It aims at creating feedback loops in such a way that the selling company can continuously redesign the product in order to improve it based in the experiences of customers. These loops last a full academic year and are renewed at the beginning of the next one. Nevertheless, the process must follow a set of linear steps:
For this phase we had to operate within the frameworks, methods and theories that enabled us to harmonise continuous innovation and formation. It took us a full year of work to develop our project within our preestablished frameworks. Thanks to our determination for continuous innovation, we could spot and tackle the challenges aroused along the way.
The theories listed here are the theories we based our thinking on as we searched for a solution to the challenges which arose; they are some of the most significant theories which the training team at Lantegi Batuak base their day-to-day management on:

- Lean Startup
- Visual Thinking
- Design Thinking
- Post Motorola
- Double Diamond
- Business Model Canvas
- Value Proposition Canvas
- Basic tools for participatory processes: dialogue, active listening, feedback, diverse groupings, etc.

We have based our pedagogies and inclusive didactics on the following:

- The theory of cognitive accessibility for creating inclusive communicative content
- Games and art as tools for learning
- Methodology and steps to educate about gender equality, incorporating the perspective of gender throughout the process
- TBL (Task Based Learning)
- PBL and SBL (Problem or Project Based Learning//Learning based on services)
- Learning by doing / Made make

Designing our governance model. Designing impact product. Designing gender didactic pack.
As we have previously defined, the core technique we used in creating, setting up, and developing the project is similar in many respects to Lean Startup methodology. The theory behind Lean Startup is the idea that the most effective way to design a successful product or service is via rapid feedback loops which we attained by putting our project into practice and into the hands of clients and agents as early as possible. After three phases of development, we objectified the outcome of the process in an infographic:
We began the loop with the Construction phase where our ideas became reality and by creating our first Minimally Viable Product (MVP). We were not aiming to create the perfect product, but to produce something which would give us sound feedback and help us to validate the hypotheses we were working with in relation to marketing our products and services.

- We wanted to make sure that our product met the needs of our clients, so we consulted with them, and through a participatory process, the Lan Eskola team openly discussed the various possibilities of our product with our clients.
- We designed and defined a more specific formative activity. We set a schedule, selected the people for the team that would carry it out, and scripted the activity. We resumed it for the Lan Eskola Coordinator and Development Director. In this same fashion we uploaded to our platform a detailed technic file of the practice.

Once we had developed our first product, we moved on to the Measurement phase where we took our products and services to market and collected the results and feedback related to these initial hypotheses.

- Mediation and analysis of both quantitative and qualitative results.
- Assessment of the results obtained
- Validation and incorporation of the aspects of improvement detected

Finally, we moved on to the Learning phase where we analysed the information collected during Measurement and were able, with the knowledge available about our products and services, to see how they fitted into the market (what qualities needed reinforcing, what was not valued by the user or end-client, which client´s needs were we most effective in solving, etc.).
Once the governance process was finished and the new tools for improved management were put in place, a new process of validation of our products got underway. It was vital to get feedback and to include different perspectives (underlining the final users´), as a one-sided viewpoint was bound to miss elements we should be taking into consideration.
We must underline the importance of the participatory processes, as well as the theories listed above. Through this infographic resulted from the devise, execution and review of the project,

we spotted three specific problems (set to be tackled throughout the repetition of loop): improving coordination, improving our communication channels and improving our knowledge about our process.
We knew that taking the project into our classrooms would give us the key information necessary to redefine, improve and optimise the project. So, equipped with this open, real-life, resilient focus, our students with disabilities have been vital in changing their role and participating in the design, evolution, and continuous improvement.
In those processes the results have been more abundant, better and more robust, and have allowed for a smoother and more effective generation of changes in administration, in systemising the process and in the use of didactic tools and methodologies. Thus, by incorporating these people in the process of governance, we have produced a much richer and more complete picture

3. References and further contents

- Recommendations from the Board, 24th November 2020, concerning education and vocational training (EVT) for sustainable competitiveness, social justice and resillience 2020/C 417/01
- New Skills Agenda for Europe for sustainabil competitiveness, social justice and resilience 2020.
- Organic Law on Education (LOE, 2006)
- The European Council 2009 and their Strategic Framework “Education and Training 2020 (ET 2020)” make continuous references to innovation and creativity in education. Goal number 4 of the ET2020 sets out the need to “increase creativity and innovation in all levels of education and training”.
- Likewise, and in an international context, the UNESCO’s Education Framework 2030 establishes one of its SDGs as seeking to “guarantee inclusive, equal, quality education and to foster life-long learning opportunities for all.” Education is conceived as being “a public asset, a common global asset, a fundamental right and a base from which to guarantee the fulfilment of all other rights.”
- On a national level, the Ministry of Education’s Centre for Investigation and Educational Documentation (CIDE) drew up a study on educational innovation in Spain in 2011, in which it defined innovative education and inclusion as the two fundamental axes of the Lan Eskola project.
- The International Convention on the Rights of People with Disaibilities was passed on 13th December 2006, laying the solid foundations for our work to support the quality of life of these people.
- Framework Plan for developing inclusive education 2019-2022. Basque Government
- Lantegi Batuak Strategic Plan 2015-2017.
- Lantegi Batuak Strategic Plan 2019-2022.

21

Practice name:

Competence Card

Position in the practice mapping

Transition to work – Placement and matching

Organization

Ownwell

Competence Card

1. Practice journey

1.1. Synthetic description of the practice

This practice is an example of looking for an internship. There is a studentwho finds it difficultto find an internship and identify her skills and strengths. The exercise will help the student identify the skills she already masters and the skills she will develop. Strengths are outlined forthe student. To understand these, she needs support, where the teacher can help her. It is important to give enough time for this, because it takes time to find and internalize them.
Strengths are the foundation on which a student begins to build his or her career.
The student is leaving to look for an internship. It is difficult for her to start looking for a job andit is difficult to find one. She does not know where and how to look for work. She is not able to describe and define her skills, strengths and development goals. In addition, she is afraid to be in touch with strangers and in no way dares to go to call employers or go to the field. The starting situation therefore seems completely impossible from the teacher's point of view. An important consideration is that the student is a student receiving special support.
Competency Card is a student strength / development "card". It is a visual file that looks like thestudent himself. It resembles a CV, but is more informative and extensive. The essential idea of the card was born from the point of view of the employer. It allows the employer to summarize the essentials of the student's skills and challenges. Especially challenges and work assignments where the student needs support. The purpose of the card is not to profile the student in a negative way, but especially to highlight his or her challenges as things to be developed.
Competency Card is not made only once, but it will be developed all the time with the student during the whole study time.

1.2 In-depth description of the main elements

1.2.1 Subject

The exercise is done by the student and the teacher supports her. In addition, the future employer also plays an important role.

1.2.2 Goals

- The student understands her own skills, strengths and areas for development.
- It is easier for an employer to include a target group person in an internship when he or she clearly understands the student's weaknesses and strengths.
- A lot of video CV will be used in the job search of the future. This competency card also gives you the skills to do so.

1.2.3 Output

- The student writes a competency card to support his or her job search process and work.

- The employer benefits from a competency card that clearly shows the student's information. Especially where he needs more help. It would be beneficial for the employer to catch up with the core strengths of the employees so that she can take them into account and create an opportunity to take advantage of them if possible.

Long time influences:

- The student becomes aware of their own weaknesses and strengths. He can start developing them. In the future, he will be able to utilize his competency card by supplementing it and adapting it to growth and development.
- In the future, the employer will also use a corresponding competence card with new employees. The employer receives simple and clear instructions for making the card which he or she can give, for example, in connection with a job interview.

2. Phases and activities

List of phases of the practice of the job search coaching:

- Phase 1. Identifying your own work identity
- Phase 2. Articulating own skills and strengths
- Phase 3. Preparation of application documents
- Phase 4. The job search section
- Phase 5. Empowerment coaching
- Phase 6. Interview exercises
- Phase 7. An information package on Finnish working culture
- Phase 8. Further guidance
- Phase 9. Period of independent and guided job search, 6 weeks

2.1 Description of phases and activities :

- The teacher sets out to find out how this student could be supported in this situation. Iti s important for him to make his own skills visible. The teacher has very limited resourcesand is overworked. However, internships are essential for her employment and in addition she needs an increase in skills in working life.
- The teacher develops a competency card, for the creation of which the student needssupport. Here she uses the help of a sufficiently tested and extensive strength analysis,for example, Gallup Strengths Finder. The Strengths Finder test provides a list of core strengths that a student should be able to harness in their work.
- First, she asks the school's special education teacher to write briefly, descriptively, and based on examples, the challenges of that student. Name and describe what challengesand what kind of support he / she needs in guidance situations. The teacher can supplement this description based on their own experience.

The following questions can serve as an example for identifying strengths:

- What skill do you think you should learn?
- What skill do employers value?
- Which skill would help you the most to succeed at work?
- What good is it to learn your skills?
- What are the benefits to you of learning a skill?

- Why is skill learning important?
- What kind of support do you need to learn a skill?
- What could you do yourself?
- How could the employer support you?
- Who else's help / support do you need and how?

- Based on these descriptions, the teacher prepares a “competency map” for both the employer and the student himself. The employer immediately sees from the “competence map” what kind of support the student needs and what is important to consider during the internship. In addition, he understands what he can and cannot do.
- The student benefits from the card. It allows him to say his own skills as well as challenges. This allows him to better write a job application, as well as to support contactwith the employer. The competency card serves as a very positive reinforcement tool.
- After getting a job, he or she will take the card to the internship and still have a discussion with the employer and potential co-workers if it is seen as important.
- A work diary is kept during the internship and the employer actively informs the teacherduring the internship.

3. References and further contents

- https://www.gallup.com/cliftonstrengths/en/strengthsfinder.aspx

thegiveproject.eu

GIVE Partners:

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