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“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

INTEGRATED SERVICES AND FLEXIBLE LEARNING GUIDE



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„CIRCLES“ PROJECT

Transfer Contents: Results of the EQUAL “Concíliate Bierzo” Project

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1. OBJECTIVES AND BASIC PRINCIPLES

1.1. Main Objectives

- a) Designing an Experimental Center in the region of El Bierzo aimed at the most disadvantaged groups, women in particular (drug addicts, disabled people, immigrant women, single-parent families, ex-prisoners, gypsies, rural women searching for their first job, and rural young people without qualifications and/or with learning problems), in order to help them to conciliate familiar and professional life.
- b) Promoting flexible ways of training, retraining and labour market insertion, in order to facilitate the labour integration of the most disadvantaged groups through a socio-pedagogical support personalized.
- c) Creating a service and accompaniment measures which allow dependent persons to make compatible their training, retraining and job.
- d) Considering the beneficiaries as an active part of the program, where their participation is essential to the Service Center and support structure.
- e) Considering CONCÍLIATE-BIERZO as a pilot project in order to transfer the results to all municipalities with similar problems in the region of El Bierzo.
- f) Reducing barriers that hinder the employment of rural women through equal opportunities, especially to women looking forward to getting a job again after having children.

1.2. Thematic Developed on the EQUAL Program

The EQUAL Program attempts to conciliate the familiar and professional life of participants, as well as to promote the labour insertion for both men and women who have left the labour market, through the development of more flexible and effective forms of work organization and support services.

The familiar responsibilities are one of the main factors of the high levels of unemployment of women compared with men: women spend more time involved on domestic labour than men, and men spend more time in paid employment than women; women spend less time on their education and their needs than men.

There is a close relationship between employment and marital status: the employment level of married women is considerably lower than the employment level of single women.

Regarding to the type of contract, the 80% of part-time contracts are assumed by women.

The problem of the re-entry into the labour market after an absence due to care for dependents, is a situation that mainly affects women.

The European Employment Strategy devotes a considerable part of its work to reinforcement the Equal Opportunities Policy between men and women.

The Political Reference Framework for the development of human resources on Spain articulates: women participation in the labour market, to improve employment opportunities for women, to promote their entrepreneurial skills and to combat any type of segregation, facilitating the conciliation of familiar and professional life.

Considering all the above aspects, projects must propose actions to:



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1. Experiment new formulas of work organization:

- That allow to fit together the familiar responsibilities of both men and women with re-entering into the labour market after an absence
- That facilitate the insertion and re-insertion into the labour market through a socio-pedagogical support
- That provide support services to fit together the care of dependents and the professional life of participants
- That promote the balance in the acceptance of familiar responsibilities

2. Provide training and retraining systems:

- To respond to the availability of persons during temporary cessation of professional activity
- To adapt specific requirements of persons who are distant of the production system for a long time
- To use and disseminate new information and communication systems
- To facilitate the labour insertion through the identification of employment opportunities.

1.3. Basic Principles of the Community Initiative EQUAL

The aim of the Community Initiative EQUAL is to promote new ways of combating all forms of discrimination and inequalities in the labour market on the basis of transnational cooperation and to facilitate the social and occupational integration of asylum seekers.

a) Transnational cooperation

EQUAL Program provided the opportunity to learn from other Member States, through networking and learning communities, peer reviews, and exchanges of good practice, organized collaboration with partners from other countries. EQUAL did pioneering work into finding ways to overcome barriers to transnational exchange and cooperation, which will be needed to create a truly European labour market.

EQUAL Program allows to build on the experience of others, increasing the own action capacity, and preventing the efforts duplication on searching for solutions.

The work program of each project should identify the actions to develop through transnational cooperation mechanisms, what is expected to obtain and what responsibilities and financing are aimed to be contributed; otherwise, partners run the risk of being in totally unbalanced positions in terms of expectations, and technical and financial capacity.

Transnational cooperation may include: study visits, exchange of documentation, experience and knowledge, technical staff exchanges, joint training of personnel and/or trainers, organization of practices, exchange programs for the beneficiaries of the actions, joint development of materials and methodologies, development of comparative studies, communication and information networks, dissemination activities, joint development of services, etc. The design of actions must be undertaken jointly by the partners, based on the contents of their projects and incorporating the use of new technologies.



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The result of transnational cooperation should benefit all partners of each Development Group, and all members must collaborate on the actions and take responsibility of the results. For this purpose is particularly suitable the use of information and communication systems. In the search of transnational partners becomes very important the work of the National Support Structures, which are connected by a European database in order to facilitate contacts between projects.

A unique name will be assigned to each transnational cooperation group in order to identify it, and each group shall include the following aspects in the Transnational Cooperation Agreement:

- Groups connected by the Agreement, and the eventual "transnational partners"
- The cooperation objectives and the expected added value for each partner
- The detailed work program (nature of the actions, budget of each action and implementation schedule)
- The role of each group, partners or other projects (amount contributed for the cooperation, distribution of responsibilities)
- The way that decisions will be made (regulatory description)
- The management methods (coordination mechanism, secretariat)
- Monitoring and evaluation mechanisms of cooperation activities

b) European dimension

In order to the EQUAL Program fulfils its function of development and promotion laboratory of new management methods of employment policies, it is necessary to ensure the existence of a close cooperation between the Member States, the social partners and the Commission, to exploit the influence potential of good practice, that are evidenced in the whole European Union on the European Employment Strategy.

The work program that allows the development of this cooperation (thematic analysis, periodic evaluation, discussion forums, etc.) and its modalities will be determined as the initiative implementation process continues. To this end, the Commission and representatives of the management authorities will establish a work program detailing the actions to develop at European level. One of the first actions, following the creation of the Development Groups, will be the establishment of a diagnosis of the situation of discrimination inequalities in relation to employment.

c) Institutional cooperation

The working model proposed is based on the cooperation between institutions of different nature, to the extent of their capabilities, capacities and interests, and agree to collaborate in the development of a project, mobilizing the available resources in order to search for new ways of combating the discrimination in the labour market.

The selected projects in order to take part in the implementation of the initiative, will formalize agreements to become Development Groups, with or without legal personality.

It is especially important to design a decision-making mechanism that allows the participation of all partners, as well as a system that allows the active intervention during the project development by the target persons, taking them the responsibilities of their own labour insertion.



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The institutional cooperation will be transferred from the scope of each project to the thematic networks created on the Member States.

In Spain becomes especially relevant the double role of the Autonomous Communities:

- Firstly, the role of the management holders of public employment services and training, as well as social integration policies, in order to collaborate on the definition of the contents of each thematic area proposed.
- Secondly, the role of the participation of the Autonomous Communities on the Development Groups, with the contribution agreed in each case, in terms of financing the work program development or any type of collaboration agreed.

d) Innovation

The purpose of this program is the search for solutions to the problems of labour market exclusion by:

- Practicing on a territory of experiences and tested methods
- The first time application to collectives of action plans or existent methodologies
- Implementation of new working methods in relation to the problems of labour market exclusion

e) Concentration

The Commission guidelines on the EQUAL Initiative contain a definition of thematic areas. One of the essential aspects of the programming phase of the interventions is the selection of all thematic areas or a part of them, in line with the main problems of discrimination detected in each of the European labour markets.

f) The integrated approach

From the analysis of the main causes of discrimination in a territorial area or sector, a set of solutions should be considered in order to be applied to plurality final recipients, and in any case, these target persons must belong to groups with very serious problems.

All projects must incorporate in their work programs the Principle of Equality Opportunities between men and women.

1.4. Main actions and activities

A. CREATION OF A SERVICE CENTER OF SOCIO-PEDAGOGICAL ACCOMPANIMENT TO FAVOUR THE CONCILIATION

The City Council and organizations within the Development Group, will hire qualified personnel to constitute the professional team.

COMMON MEETING PLACE: City Council of Cacabelos

FUNCTIONS OF THE PROFESSIONAL TEAM:

- 1) Development of personalized forms to favour the conciliation*



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Technicians will meet to establish the minimum contents of the document, based on professional criteria, for the proposal of practical and viable solutions. Documents will be designed to identify specific needs of the most disadvantaged groups of society, in order to conciliate the familiar, professional and personal life of the target population.

- *Duration:* one month and ten days, approximately (96-100 working hours)

2) Identification of potential beneficiaries of the “future service center of socio-pedagogical accompaniment to favour the conciliation”

Technicians of the socio-pedagogical team will fill out the forms, obtaining the necessary information through social and professional services. Each entity will be responsible of a specific collective.

In order to identify the potential beneficiaries of the program, these methodologies can be used:

- Workshops with potential beneficiaries
- Discussion groups
- Personal interviews
- *Duration:* four months, approximately

3) Development of a document to define the specific needs of the most disadvantaged groups of society

Once the identification of potential beneficiaries and the forms development has been concluded, technicians will develop a document to define the specific needs of the most disadvantaged groups of society.

The document will specify, in each and every one of the disadvantaged groups:

- The percentage of persons with individual objectives to achieve
- A list of causes displaying why objectives cannot be reached
- Analyzing if the problem of conciliation the familiar and professional life is due to an initial absence of aid, guidance, self-confidence or self-esteem
- *Duration:* two months
- *Methodology:*

Each person in charge of the different disadvantaged groups will develop a part of the document, and then an idea-sharing session will take place.

The document will be presented to the General Assembly of the Development Group. The General Assembly will decide whether or not to publish the document.

4) Definition of a Measures Plan to the conciliation of familiar, professional and personal life for each beneficiary collective

The Measures Plan will contain at least the proposals to shape the achievement of the objectives defined on the project.



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- Proposals to complement the advisory services with human resources or materials, to overcome physical and psychological barriers of the entities within the association (proposals of assistance for the labour insertion, for nursery schools and play centers)
- Personalized definition of the training needs and formulation of responses

TRAINING FOR TARGET PERSONS:

- *Training for acquisition of basic capacities essential for the personal and professional development.*

- ASPRONA: Workshops aimed to persons with intellectual disabilities in order to develop life skills. *Results:* acquisition of basic capacities (daily habits) for their social adaptation.
- CÁRITAS: Literacy courses in Spanish language and Spanish cuisine courses aimed to immigrants. *Results:* improving the social and labour insertion of beneficiaries, allowing them a better access to jobs.
- CITY COUNCILS involved: Workshops about self-esteem and social skills aimed to target groups. *Results:* knowledge of resources to improve the personal development and to conciliate the familiar and professional life of beneficiaries.

- *Training for acquisition of professional capacity.*

Practical training and planning of accompaniment measures in order to conciliate familiar life and professional education. The training development will be adjusted by the individual needs of participants, and the organizing entities will provide support measures for the attention of dependents of participants.

The entities within the Development Group will try to adjust the training activity to the business reality of the area, incorporating the possibility of work experience in real companies.

A technical support report will be made for company studies, for the conduct of Conciliation Plans of the familiar, professional and personal life of the workers. In order to promote these plans, the information will be transferred to the different companies of the area.

The socio-pedagogical team will coordinate the training given by each entity, and will introduce obligatory modules of measures to conciliate the familiar and professional life and equal opportunities.

- *Training for trainers.*

- Gender Experts: training aimed to professional members of the Development Group, voluntary activity and all people interested on working with beneficiaries of this Project in order to achieve the Equal Opportunities.
- The course will have a duration of 80 hours, approximately, and its content will be defined by the identification of the social roles that difficult the conciliation of the familiar, professional and personal life. The content will also be defined by the need to include the Principle of Equal Opportunities in each and every one of the actions.
- Training for labour intermediaries: training aimed to labour intermediates interested on working with gypsy population, especially gypsy women. The purpose of the course is to train



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people who promote the equal opportunities between gypsy women. The course will have a duration of 200 hours, approximately.

- Training for intercultural intermediaries: training aimed to professionals of social work and education, and to volunteers that work with immigrants, especially with immigrant women with family responsibilities who need some support in the care of their children or dependent persons. The intercultural intermediaries will ensure the spread of resources for the conciliation of the familiar, professional and personal life. The course will have duration of 40 hours, approximately.

The Action Plan for the Conciliation also contains specific measures of labour insertion. These measures will be carried out by the Association for the Sustainable Development and Promotion of rural employment.

- a) Support structure for the labour reinsertion of women who left the professional activity. The program technicians will constitute the socio-pedagogical team and they will coordinate the action and will define strategic places to introduce support structures.
- b) Creation of two cooperatives at least, established by women, through courses for the management of endogenous resources
- c) Monitoring and mentoring of the cooperatives

B. PROPOSAL AND DEVELOPMENT OF SPECIFIC MEASURES TO PROMOTE THE CONCILIATION OF FAMILIAR AND PROFESSIONAL LIFE

1. Agreement between the City Councils within the Development Group and business owners and special employment centers, to contribute on the design of more flexible ways to conciliate the familiar and professional life of men and women with dependent persons. The agreement will be written up by the socio-pedagogical team.

2. The entity Asprona will identify the aids to develop conciliation plans aimed to small and medium-sized Enterprises from public or private institutions. The identification of the aids will be published in the region of El Bierzo.

3. Awareness campaign for the conciliation, which includes:

- Advertising campaign of the CONCÍLIATE BIERZO Project, jointly undertaken by the Development Group, through the publication on the communication media, informative flyers...
- Informative talks orientated to the population in general, on education centers to parents' associations in order to discuss the distribution of familiar responsibilities.
- Open conference, developed by the City Council of Cacabelos, to approach the different plans of equal opportunities of the European Union, through a face-to-face session and a virtual forum. Invitation to the General Office of the Family and Equal Opportunities, and all entities and organisms involved on the measures development to alleviate the social difficulties for both men and women, related on the conciliation of familiar, professional and personal life.
- Development of thematic workshops for the improvement of the quality of actions planned.



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C. DEFINITION AND IMPLEMENTATION OF ACCOMPANIMENT MEASURES AND SUPPORT

1. *Definition and general bases for the establishment of the “Service Cheque” of each entities*

This work will be carried out by the socio-pedagogical team, under the supervision of the corresponding commissions and with the necessary approval from the General Assembly for its implementation.

Each entity will have its own bases for the request of the “Service Cheque”, respecting the principles of concurrence, advertising...

The process of preparing the document of legal bases takes between two or three weeks.

The “Service Cheque” includes:

- Scholarship and free school meals
- Children’s play center
- Babysitting service
- Accompaniment of the minors to their educational centers (school transportation for children from rural areas)
- Care for elderly or disabled persons on their own homes
- Attention to persons in day-care centers, social homes...

2. *Establishment of the “Service Cheque” (experimental service)*

The establishment of the “Service Cheque” will be carried out once approved the general bases by all members of the Development Group, and it will have a duration from its publication to the end of the project.

The target persons will be all those who attend the developed activities within the EQUAL Program.

3. *General Bases for the implementation of the “Bonomática Cheque”*

General Bases for the implementation of the “Bonomática Cheque” as a support measure for persons, especially women, who have never had any contact with the New Technologies. The entity in charge of implementing the “Bonomática Cheque” is the City Council of Fabero.

4. *General Bases for Training Grants*

These bases will be made by each entity depending on the legal requirements established and in compliance with the principle of transparency of them. The Principle of Equal Opportunities will be guaranteed.

Training grants will be established by all entities when required.

5. *General Bases for aids to activity generation*

These bases will be made by all entities whose actions are related with the activity generation. The conciliation measures to implement at the start of the activity will be specified on these bases.

D. WORKSHOPS FOR THE TRANSFER OF RESULTS

These workshops are proposed to obtain conclusions and transfer them to the 37 City Councils in the region of El Bierzo, to the Regional Council, to the County Council of León through Social Action Centers, and to the Autonomic Government of Castilla y León.



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The entities Asprona, City Council of Cacabelos and ADESPER will constitute a Work Team to Transfer the Results.

Each entity will develop specific workshops with three groups, and the Work Team of Transfer the Results will formulate a document with the conclusions obtained from the results:

- Workshops with the direct participation of beneficiaries, orientated to implicate women in decision-making
- Workshops aimed to social agents
- Workshops aimed to political makers of local, regional and provincial level

The scheduling and contents of the workshops will be developed on the work sheets of each entity, according to the project bases.

1.5. Main Results

a) Proving that job-creating is possible during the Project, and groups at risk of social exclusion can achieve the labour insertion without abandoning their familiar life and the attention of the dependant persons.

b) Validating this pilot experience to transfer it and extrapolate it to all vulnerable groups in society as an exemplary measure, thanks to labour insertion and support measures effective and validated from the Development Group and from the own beneficiaries.

c) Implication of the partnerships and companies, in social and business fields, into the development of promotional plans of conciliation and into the introduction of the “service cheque” as a specific way of conciliation.

d) Demonstration of the validity of the “bonomática cheque” as a way for the access of women and other collectives without training on NTIC (New Information and Communication Technologies)

e) Realization of a Conciliation Plan in the region of El Bierzo, based on the Project results, and taking account of the main situations for inequality and/or gender discrimination, with the participation of all social actors.

f) Creation of two cooperatives established by women to provide services to dependent persons.

1.6. Main beneficiary groups

➤ *Drug Addicts*

Priority will be given to 22 women, single-parent families on a rehabilitation program within the Proyecto Hombre Foundation, who need a labour insertion which allow them to combine the childcare with their working lives.

➤ *Mentally disabled people*

Priority will be given to 135 persons assisted by Asprona, in possession of disability certificates issued by IMSERSO. The direct beneficiaries of the project will be 42 persons living in institutions, who are persons in need of labour support and accompaniment measures, as those referred into the project actions.

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According to Cáritas, there are 89 job seekers immigrants. The main problem of these persons is their economic and labour situation: they have not permanent incomes and most of them are illegal immigrants. This situation leads to exploitative working conditions for both men and women.

➤ Unemployed rural women without qualifications

Women with family responsibilities:

- Women who have abandoned the labour market because of starting a family. Once their children reach a certain age, women wish to return to work but their level of qualifications is poor. This situation leads to complicate the conciliation of the familiar and professional life.

Women without family responsibilities:

- Very young women, from 16 to 20 years old, with a poor level of qualifications. Their occupational options are limited to child care, a work without insurance.
- Women over the age of 20 years old, without family responsibilities and with a higher level of qualifications than the previous group. They have to confront an entrepreneurial mentality in favour of male recruitment. There is a gender inequality that creates disadvantages on the access to the New Information and Communication Technologies for the women.

➤ Young people without qualifications (discrimination on grounds of age)

According to the Youth Regional Council of El Bierzo (2001), one of every four young people working did not have a contract of employment, and from the others, 67 % had only temporary jobs.

There are 1.945 young people without school education in the region of El Bierzo (only with certificate of regarding schooling), and 2.174 with high school graduate (68,4% are women). Young people who have left their formal school education don't have reached a sufficient maturity, and they have more problems on access into the labour market.

Priority will be given to young people with antisocial behavior, limited social awareness and lack of expectative.

➤ Ethnic minorities: gypsy community

There are 2.929 persons employed as street peddlers in all municipalities in the region of El Bierzo.

It is important to provide support to the younger population, especially women, in order to facilitate their access to the labour market.

➤ Long-term unemployed

- People from 25 years old with difficulties on remaining in employment because of their low adaptive capacity to the job.
- People older than 45 years old with no qualifications and limited employment offer.



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SELECTION PRIORITIES

- Beneficiaries with family responsibilities to conciliate the familiar and professional life
- Women within the most disadvantaged groups, because of their high levels of unemployment compared with men
- Beneficiaries without training at all, and this project is their “big break” to achieve the labour insertion
- Beneficiaries, especially women, who have never had a dependent work and they have never had training on New Information and Communication Technologies
- All collectives affected by horizontal and vertical segregation

1.7. Collaboration mechanisms for integrated services

The Equal Opportunities is a main objective of the CONCÍLIATE BIERZO Project because of:

- Female unemployment doubles the male unemployment
- Measures to conciliate familiar and professional life do not exist
- Municipal plans of equal opportunities do not exist on rural municipalities
- The precarious and temporary employment and the unregistered economy affect women more than men
- The existence of a clearly discrimination against women due to the training level

The mechanism to ensure the Principle of Equal Opportunities is the participation of members with training experience on the Development Group CONCÍLIATE. The entities specialized on gender issues are:

- The City Council of Cacabelos, with an Equality Agent working on the first Equality Plan of all the rural municipalities in the region of El Bierzo
- The Association for the Sustainable Development, that participated in other EQUAL Program (RURALIDAD Project) of achieving the labour insertion of rural women (RURALIDAD Project)

SPECIFIC MECHANISMS

- The involvement of women in decision-making at local and regional level has been considered as a priority mechanism by all members of the Development Group.
- Women and men will participate on the operation and evaluation of the activities: priority will be given to awareness with specialized persons (gender experts, equality agents)
- The involvement of companies, as a pilot experience, to comply with the accompaniment measures in order to conciliate the familiar and professional life.
- The implementation of a Conciliation Plan in the region of El Bierzo taking into account the main situations of inequality and/or discrimination with the participation of all social actors.



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- The training of trainers (gender experts or equality agents) regarding to voluntary activity, and technicians of local and regional administration to comply the equality principle.
- Introduction of the “gender mainstreaming”: to propose changes for the organizations and on the social environment, to achieve that men and women work equitably.
- The creation of a workshop for the political makers of local, regional and provincial level, to promote the participation of women in decision-making.
- Equality of Opportunities will be promoted on the field of New Technologies: New Information and Communication Technologies are unknown for many women

2. PROTOCOL OF ACTIONS

2.1. Introduction

The participation on the project of different field Entities and disparate groups meant that in the own project drafting was necessary to create a socio-pedagogical team to establish the working mechanisms.

Technicians will establish the minimum contents of the different documents based on professional criteria to obtain conclusions to formulate practice and viable solutions.

The document prepared, called “Protocol of Actions”, contains the arrangement and regulation of each and every one of the activities planned for the development of the project Conciliate Bierzo.

2.2. Establishment of the “Protocol of Actions”

Protocol of Actions supposes a method and/or work system for the most disadvantaged groups with actions to conciliate familiar and professional life that doesn't exist on rural municipalities of Castilla y León and El Bierzo.

Protocol of actions, as a tool and a method, has proved its validity for the municipalities and associations integrated into the project.

2.3. Objective

Making effective the participation of the different Entities of the Development Group (DG) of the project, establishing common action channels to provide an integrated approach and of cohesion to the different actions. To that end, the PROTOCOL OF ACTIONS is established, where all actions designed along the EQUAL PROGRAM – CONCÍLIATE BIERZO are developed and coordinated.

2.4. Content

In order to making effective the participation of the different Entities of the Development Group (DG) of the project and establishing common action channels to provide an integrated approach and of cohesion to the different actions, the following PROTOCOL OF ACTION is established for



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the development and coordination of ALL ACTIONS established on the different actions designed along the EQUAL PROGRAM – CONCÍLIATE BIERZO, which are defined below:

- 1) Awareness campaign and publicity about the project
- 2) Training activities
- 3) Accompaniment support measures:
- 4) Work experience contract
- 5) “Service cheque”
- 6) Direct economic aids to target persons
- 7) Aids to activity generation

1) AWARENESS CAMPAIGN AND PUBLICITY ABOUT THE PROJECT

The different entities will make publicity and awareness campaigns of the actions to develop, which goal is to report the dates and contents thereof and to spread the principles of the EQUAL Community Initiative and in particular of the axis 4.G. Conciliation of the familiar, labor and personal life.

1.1. PUBLICITY:

It should reflect:

- a) GROUP CONCÍLIATE BIERZO logotype
- b) EQUAL logotype
- c) European Social Fund
- d) Entity logotype

This publicity should have the greatest possible diffusion.

To that end, the entity will use all means of communication at its disposal (press, radio and television resources of the different areas: local, regional and even state, of public and private nature).

1.2. AWARENESS CAMPAIGN:

The objective of the awareness campaign is to spread and to aware in accordance to the principles of the Community Initiative EQUAL, CONCILIATION OF THE FAMILIAR, LABOR AND PERSONAL LIFE.

In order to perform the awareness activities, the general publicity of the project will be used (flyers and posters).

The awareness activities will use a non-sexist and clear language, that it can be understood by the entire population, trying to put the appropriate ways to ensure the access of all people interested in case there is some understanding problem (derivative from a disability).

The awareness activities in the project development are:

- INFORMATIVE TALKS
- OPEN CONFERENCES



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- THEMATIC WORKSHOPS
- THEATRE, AS A TOOL FOR AWARENESS

2) TRAINING ACTIVITIES

1. The different training courses designed will be developed within a specific formative action temporarily defined. For the training courses design it should be taken into consideration the minimum aspects that will be collected in a Formative Program of the course. **FORMATIVE PROGRAM.**

2. In order to making known the course, its purpose, training modules to be taught (where modules relating to transversal actions will be specified as obligatory modules in all training courses), target groups, and also the course length, it will be contained in the **COURSE FACT SHEET**. The **ACTION FACT SHEET** should be placed on the notice boards of the entity.

3. Once proposed the training course to be performed, it is possible to publish advertisements on the local newspapers for its knowledge and diffusion. For this purpose follow the **PRESS ADVERTISEMENTS MODEL**.

4. People interested on the different training courses will fill out a pre-enrollment document, specifying the different details (personal details, academic education and work experience details, training courses and schedule preferences, interest about the course and to another possible education). Document details can be extended according to the entity objectives, but the minimum contents established are required. For this purpose follow the **PARTICIPATION SHEET** (general document for all actions requiring enrollment).

5. Once the participants selection of the course has been made (from 10 to 20 participants per course), an initial list will be prepared specifying the particular profile of them based on different variables (age, academic education, work experience...), and this list will be given to the course teachers before the beginning of the training activity with the intention of making possible adaptations and necessary readjustments to the particular group of participants. The **INITIAL PARTICIPANTS SHEET** will be used for this purpose.

6. A students attendance control will be carried out during the course development, with the purpose of achieve the number of hours necessary to obtain the course certificate (the established percentage is 75% of the total of course hours). The percentage of possible lacks of assistance is 25%, 15% of which will be justified (with voucher documents) and 10% will be unjustified. The **PARTICIPANTS SIGNATURE CONTROL** will be used for this purpose.

7. A teachers control will be also carried out, specifying what modules they will teach.

8. If during the course development takes place a total withdrawal of a participant, he will sign up the opportune document of the total withdrawal, specifying the reason of this situation, providing all the documents that justify the withdrawal, especially in case of an employment contract, that can explain the situation as a labor insertion within the program.

9. Participants will fill out an evaluation document about the course development at the end of it, appreciating the following aspects: course organization, general evaluation of the course, teachers in charge of the course, specifying those among them who have taught the modules



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related to the transversal actions, a general evaluation of the teachers as a team, evaluation of the usefulness of the course for the labor insertion, and finally some open questions about the entity, the institute and the EQUAL Program (each entity will adapt the open questions according to its operation). The **EVALUATION GRID** will be used for this purpose.

10. A final list of participants will be prepared at the end of the course, specifying their date of registration and the possible withdrawals. The **FINAL LIST OF PARTICIPANTS** will be used for this purpose.

11. Finally, course certificates will be prepared with the entity logotype inserted on the front of the certificate and out of the text box, on the bottom right.

Total hours worked on the course will appear on the back of the certificates, as well as the formative program modules, specifying those of them related to the transversal actions. All certificates will specify the subjects or didactic units of the course.

The bottom of the certificate is reserved for the registration on the entity book, with the date, signature of the person in charge of the register and entity seal.

The course certificates will be delivered to participants, whose attendance is not less than 75%, reflecting their participation and their progress of the course.

When the participant attendance is less than 75%, they will receive an hours worked certificate without the specification of the training course modules.

President of each entity will sign up all the participant certificates. The certificates will be photocopied and attached into each participant dossier. The **CERTIFICATE MODEL** will be used for this purpose.

Some documents will be photocopied and delivered to the Coordination Team. These documents are:

- FORMATIVE PROGRAM
- COURSE FACT SHEET
- PRESS ADVERTISEMENTS MODEL
- PARTICIPATION SHEET
- INITIAL PARTICIPANTS SHEET

Some documents will be delivered to the Evaluation and Control Team. These documents are:

- PARTICIPANTS SIGNATURE CONTROL
- TEACHERS SIGNATURE CONTROL
- TOTAL WITHDRAWAL
- EVALUATION GRID
- FINAL LIST OF PARTICIPANTS
- PHOTOCOPIES OF DELIVERED CERTIFICATES



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I. FORMATIVE PROGRAM:

FINAL SHEET OF THE TRAINING ACTIVITY PROGRAMMING

IDENTIFICATION DETAILS OF THE TRAINING ACTIVITY

Name of the Training Activity:

Intended population:

- Number:
- SCHEDULE:
- START DATE OF THE ACTIVITY:
- END DATE OF THE ACTIVITY:

IDENTIFICATION DETAILS OF THE PROGRAM

- PURPOSE OF THE COURSE. GENERAL AND SPECIFIC OBJECTIVES (Maximum one page)
- THEMATIC CONTENTS (Training modules and their content. The length of this part depends on the modules to develop and their content)
- TEACHING STAFF RESPONSIBLE OF THE COURSE

FINANCING

APPROXIMATED BUDGET OF PERSONNEL COSTS

II. COURSE FACT SHEET

COURSE TITLE	
OBJECTIVE	
INTENDED POPULATION	
CONTENTS	MODULES: - I: - II:
NUMBER OF PARTICIPANTS	
SCHEDULING	Course Duration: Course Development: - Start date: - End date: - Hours a day



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IV. PARTICIPATION SHEET

PARTICIPATION SHEET “CONCÍLIATE BIERZO”

DATE:

NUMBER:

ENTITY:

1. PERSONAL DETAILS

Full name:.....

Gender:..... Date of Birth:..... Civil Status:.....

ID Card:..... Nationality:.....

Address:.....

ZIP Code:..... Town:.....

Telephone Number:..... Email:

Do you have any kind of disability?

☐ Yes

☐ No

- Type of disability:

- Degree of disability:

2. TRAINING DETAILS

Level of Education:

☐ Without Education

☐ Primary Education

☐ Compulsory Secondary Education

☐ University Studies

☐ Other Training Studies. If yes, specify which ones:.....

3. EMPLOYMENT DETAILS

Unemployed Persons:

☐ Length of unemployment:

☐ Less than six months

☐ From six months to one year

☐ From one to two years

☐ Without seniority as unemployed



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Active Workers:

- Company.....
- Type of contract.....
- Working time:.....

4. HOUSEHOLD MEMBERS

Total household members:

RELATIONSHIP	GENDER	AGE	DISABILITY	DEPENDANTS (Older than 18 years)
			Type disability: of	
			Degree disability: of	

5. ACTIVITIES REQUESTED

1st.
2nd.
3rd.
4th.
5th.

Schedule Preferences:

- ☐ Morning
- ☐ Afternoon

6. CONCILIATION SERVICES REQUESTED

- ☐ SERVICE CHEQUE
- ☐ “BONOMÁTICA” CHEQUE
- ☐ AIDS FOR ACTIVITY GENERATION
- ☐ TRAINING GRANT
- ☐ DIRECT AIDS



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INCOME LEVEL:

- More than 24.000 € per year
- From 24.000 € to 12.000 € per year
- From 12.000 € to 9.000 € per year
- From 9.000 € to 3.000 € per year

Do you receive any type of social benefit?

- ☐ No
- ☐ Yes. Specify the amount received

7. INTEREST IN THE ACTIVITY

- ☐ Completing my training
- ☐ Searching for a job
- ☐ Enterprise creation (self-employed)
- ☐ Other interests:.....

I would like to participate in other activities related with:

Signed:

VII. PARTICIPANTS SIGNATURE CONTROL

EVALUATION OF THE TRAINING ACTION

- ☐ TRAINING ACTION:
- ☐ COURSE:
- ☐ CENTRE:

Date of development:

Start date:

End date:

In order to know your opinion about the different courses of the training program, make a cross in the relevant box:

PERSONAL DETAILS OF THE PARTICIPANT:

Age:..... Gender:

Level of Education:

- ☐ Primary Education
- ☐ “B.U.P.”/Bachelor’s Degree
- ☐ “Formación Profesional” (Intermediate and Higher Training Cycles)
- ☐ Diploma/Technical Engineer/Technical Architect
- ☐ Degree/Superior Engineer/Superior Architect
- ☐ Doctorate Degree/Doctor



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Have you worked before?

- ☐ Yes
☐ No

EVALUATION OF THE COURSE:

You have found the course interesting	1	2	3	4	5	6	7	8	9	10
In your opinion, the diffusion of the course was...	1	2	3	4	5	6	7	8	9	10
Initial information received about the course	1	2	3	4	5	6	7	8	9	10
Classrooms where the course is given	1	2	3	4	5	6	7	8	9	10
General evaluation of the course organization	1	2	3	4	5	6	7	8	9	10
The course has satisfied your expectations	1	2	3	4	5	6	7	8	9	10
Course objectives have been achieved	1	2	3	4	5	6	7	8	9	10
Course duration in relation to the contents	1	2	3	4	5	6	7	8	9	10
Teaching resources have been appropriate	1	2	3	4	5	6	7	8	9	10
Course contents have been appropriate	1	2	3	4	5	6	7	8	9	10
Have you learned during the course?	1	2	3	4	5	6	7	8	9	10
Speed of development of the course	1	2	3	4	5	6	7	8	9	10
Schedule of the course	1	2	3	4	5	6	7	8	9	10
Collection of themes and documentation given	1	2	3	4	5	6	7	8	9	10
General evaluation of the course	1	2	3	4	5	6	7	8	9	10
The course has compensated the time you have spent on its development	1	2	3	4	5	6	7	8	9	10

VALUATION OF THE TEACHER:

The teacher knows the course subject	1	2	3	4	5	6	7	8	9	10
Capacity to transmit the ideas	1	2	3	4	5	6	7	8	9	10
Treatment received from the teacher	1	2	3	4	5	6	7	8	9	10
Teachers resources in accordance with the explanations	1	2	3	4	5	6	7	8	9	10
The teacher has favored the participation of the group	1	2	3	4	5	6	7	8	9	10
The teacher has promoted the interest of the group about the course	1	2	3	4	5	6	7	8	9	10
General evaluation of the teacher	1	2	3	4	5	6	7	8	9	10



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EVALUATION OF THE LABOR AND SOCIAL INSERTION:

Usefulness of the course for your future	1	2	3	4	5	6	7	8	9	10
The course has been useful to improve your training	1	2	3	4	5	6	7	8	9	10
The course has been useful to increase your curriculum vitae	1	2	3	4	5	6	7	8	9	10
The course has given me new perspectives of work	1	2	3	4	5	6	7	8	9	10
Determine the degree to which the course has been useful in your future job search	1	2	3	4	5	6	7	8	9	10

Do you know which entity promotes the course?

- ☐ No
- ☐ Yes (if yes, specify which one).....

Do you know which are the Conciliation Services offered by the entity?

- ☐ No
- ☐ Yes (if yes, specify which ones).....

Do you recommend this training activity to other persons?

- ☐ No (Please, give a reason).....
- ☐ Yes (Please, give a reason).....

Are you willing to participate in other activity from the Development Group?

- ☐ No (Please, give a reason).....
- ☐ Yes (Please, give a reason).....

3) ACCOMPANIMENT SUPPORT MEASURES

- SERVICE CHEQUE
- WORK EXPERIENCE CONTRACT

B.1. REGULATORY BASES OF “TRAINING GRANTS AND SERVICE CHEQUE”

The City Council of..... or the Entity....., within the Community Initiative EQUAL, and with the co-financing of the European Social Fund and the Development Group “Conciliate-Bierzo”, aims to facilitate access and return to the labor market of those persons who have difficulty in being integrated or reintegrated into the labor market, with actions to conciliate familiar and professional life. This aim has been started up within the project “Conciliate-Bierzo”, providing information actions, training, technical advice for the labor insertion and conciliation to social exclusion collectives or to persons in risk of social exclusion.

In compliance with the Principle of Innovation, Training and Integrated Approach within the Community Initiative EQUAL, it is intended to perform training experiences to conciliate familiar and professional life of the groups mentioned above. For this purpose, target persons of this project may receive a training grant and / or service cheque according to the following rules.



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FIRST: APPLICANTS REQUIREMENTS

Persons in risk of social exclusion participating in the Program, according to the following priorities of selection:

- Family burden
- Employment and social situation
- Level of education and professional qualification
- Residing at rural areas

SECOND: FINANCING

The aids covered by these rules will be financed by the EQUAL CONCÍLIATE BIERZO Project, with the co-financing of the European Social Fund.

THIRD: OBLIGATIONS OF THE BENEFICIARIES

The participation and active assistance of the beneficiaries in any of the actions project will be mandatory, and shall not exceed in any case, excused or unexcused absences on a percentage higher than 15% of the total duration of the action.

FOURTH: DURATION AND AMOUNT

A bonus service cheque will be granted to the participant, in compensation for the time spent attending the project activities, including the necessary conciliation service.

A training grant will be awarded to the participant, in compensation for the time spent on training activities within the Project, including an economic amount.

However, the amount will not exceed in any case the percentage of 75% of the Monthly Minimum Wage:

MONTHLY AMOUNT: 384,80 euro

DAILY AMOUNT: 12,82 euro

FIFTH: TERM OF VALIDITY

The aids provided will remain in force from the day following its publication on the notice boards of each entity and during the term of validity of the EQUAL CONCILÍATE-BIERZO Project, considering that the aids shall be assigned to actions of the project, and these aids will be influenced in any case by the existence of budgetary implementation.

SIXTH: PROCESSING AND RESOLUTION OF REQUESTS

The request for access will be in line with the standard model attached as Annex I, and it can be collected from the different Headquarters of the Project.

- City Council of Cacabelos. Plaza Mayor, 1. 24540 Cacabelos
- City Council of Fabero. Plaza del Ayuntamiento, 10. 24420 Fabero
- City Council of Villadecanes. Campo de la Feria, 7. 24560 Toral de los Vados



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- Asprona Bierzo. Avenida Tercio de Flandes, 24-bajo. 24400 Ponferrada
- Cáritas Diocesana de Astorga. Avda. la Libertad, 31. 24400 Ponferrada
- Proyecto Hombre. C/ Miguel Server, 8. 24411 Ponferrada

The requests will be presented in the General Registry Office of the Management Entities, located in the above addresses or by any of the means established in current legislation, in each case, the Legal Regime of Public Administrations and Common Administrative Procedure. The request shall be accompanied by:

- Photocopy of Tax Identification Number or Passport of the applicant
- Census certificate and cohabitation
- Updated laboral trajectory certificate
- Disability certificate issued by the relevant entity (only in case of disability recognized)
- Certificate of payment obligations relating to Social Security, Tax Agency and Management Entity of the Program
- Other documents required by the socio-pedagogical team
- Annexes duly completed

In case of the request does not comply with the requirements specified by the socio-pedagogical team of the EQUAL CONCILIATE BIERZO Project, the person concerned shall present the obligatory documents to remedy the lack, within 10 working days, in compliance with the article 71.1 of Law 30/1992, of the Legal Regime of the Public Administrations and Common Administrative Procedure. Otherwise, the request will be desisted and concluded.

The granting or rejection of the aid shall be made by the competent body of each entity, once the procedures previously established have been overcome.

The granting or rejection of the aids previously mentioned will be communicated to the interested persons by each entity, within 6 months from the date of the request registration.

The granting or rejection of the aids previously mentioned will be communicated to the interested persons by each entity, within 6 months from the date of the request registration. In case of the resolution has not been notified after this period, the request shall be dismissed.

SEVENTH: WAY OF PAYMENT

The participant must have passed at least the percentage of 85% of training hours per month, to receive the final settlement of the training grant.

The payment of the training grant will be generally made through direct debit. The payment will be made through cash depending on the personal circumstances of the beneficiary person, and always under the supervision of a Technician.

The payment of the service cheque will be carried out simultaneously with the assistance of the project actions through delivery of a bonus service cheque.

EIGHTH: APPLICABLE REGULATIONS

The participation of the interested entities on the present call supposes the acceptance of their bases.



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In matters not covered by this resolution the procedure to follow is:

- The provisions of articles 81 and 82 of the Spanish General Budgetary Law, approved by Royal Legislative Decree 1091/1988, of September 23rd, and Royal Decree 2225/1993, of December 17th, which approves the Rules of Procedure on the Grant of Public Subsidies.
- The Organic Law 1/2002, of March 22nd, to regulate the Right of Association.
- The Law 50/2002, of December 26th, of Foundations (State).
- The Law 13/2002, of July 15th, of Foundations of Castilla y León, and its modification by law 12/2003, of October 3rd.

NINTH: PUBLICATION

The present call will be published:

- On notice boards and headquarters of each entity of the Development Group CONCÍLIATE-BIERZO Project
- On internet addresses of each entity of the Development Group

DOCUMENTATION TO BE PROVIDED

- ☐ Certified photocopy of the Tax Identification Number or Passport of the applicant
- ☐ Census Certificate and cohabitation
- ☐ Updated laboral trajectory certificate
- ☐ Disability certificate with the degree of disability reflected (only for those with disabilities)
- ☐ Sworn Declaration of benefits, pensions or economic aids perceived by the applicant
- ☐ Certificate of payment obligations relating to Social Security, Tax Agency and Management

Entity of the Program

- ☐ Other documents required by the socio-pedagogical team

B.2. WORK EXPERIENCE CONTRACT

The work experience contract will follow the established legal procedures for this type of contract. The financing through the EQUAL Program will be explained clearly in the contract. The work experience contract will provide flexible hours to conciliate familiar, personal and professional life.

4) DIRECT ECONOMIC AIDS TO TARGET PERSONS

4.1. REGULATORY BASES OF GRANTING DIRECT ECONOMICAL AIDS FOR THE SUPPORT OF FAMILIES IN NEED IN CHARGE OF THE EQUAL FUNDS FROM THE MUNICIPALITY OF VILLADECANES

Article 1.- Object

The object of these bases is to convene and regulate direct economical aids to families with dependent persons who are unable to continue receiving a minimum income support, or to families with temporary jobs or without any income to cover their basic needs.



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Article 2.- Legal Regime

The aids call in charge of the EQUAL funds, are legible expenses in accordance with Regulation (EC) n° 448/2004, of March 10th. In addition to these rules, they will be governed under the Law 38/2003 (General Subsidies Act), of November 17th; by Royal Decree 2225/93, of December 17th, which approves the Procedure Regulations for awarding public aid, without objecting the Law 38/2003; by the Law of the Legal Regime of Public Administrations and Common Administrative Procedure, modified by Law 4/99, as well as for the rest of the legislation applicable.

Article 3.- Budget

Total expenditure of the call shall not exceed the amount of 1.500 euro in charge of the EQUAL funds.

Article 4.- Beneficiaries

The beneficiaries of this line of support will be: families with dependent persons who are unable to continue receiving a minimum income support and families with temporary jobs or without any income to cover their basic needs.

Article 5.- Requirements

Families must satisfy strictly the first of the following requirements and at least another one:

- Families registered as residents in the Municipality of Villadecanes, one year before the publication of the following bases
- Families with or without dependent persons, where all members of the family unit are on unemployment situation
- Families with or without dependent persons, where some member of the family unit has a temporary employment that does not exceed the minimum wage
- Single-parent families

Article 6.- Order of priority

In the event of don't have enough means to handle all the proposed requests it will be necessary to establish an order of priority based on the following criteria:

- 1º) Minimum income of each family unit petitioner
- 2º) The greatest number of dependent persons on the same family

Article 7.- Request and documentation to be submitted

The requests to the Mayor of the City Council of Villadecanes and complement documentation shall be submitted at the General Registry Office of the Municipal Council, directly or by any of the means foreseen in the Article 38 of the Judicial Regime of the Public Administrations and Common Administrative Procedures, Law 30/92, of November 26th, modified by the Law 4/99.



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Deadline to submit the requests shall be 15 days from the day following the bases publication, in the event that not many requests were submitted the deadline will be automatically extended.

The requested documentation is:

- Request form provided at the offices of the City Council of Villadecanes
- Photocopy of ID card
- Photocopy of Family Book
- Census certificate and cohabitation
- Properties certificate, issued by the City Council of Villadecanes-Toral de los Vados
- Accreditation certificates of incomes
- Updated certificate from the Employment Office that reflects the unemployment situation of the participant

The requested documentation is extended to all members of the cohabitation unit.

Other complement documentation for the aid resolution may be required when necessary.

Article 8.- Processing Procedure

8.1. Initiation

Once the request has been received, if requirements are not met by the current legislation and by these regulatory bases, the participant will remedy the lack and submit the required documents on the next 10 calendar days. If the participant does not provide the required information the request will be rejected, by specific resolution.

8.2. Planning and instruction

Once the request has been corrected, City Council Technicians and other members from de Control Team of the EQUAL Program will carry out a valuation of the requests.

Afterwards, a provisional resolution proposal will be formulated and notified to interested persons on the procedure. Once the participants have submitted the opportune allegations, a final resolution proposal will be presented to the competent body.

8.3. Resolution

Once the instruction stage is completed, the document will be submitted to resolution by the Mayor - President. Procedure resolution shall be issued within a maximum period of 15 days from the final resolution proposal and, in any case, within a maximum period of 6 months from the publication of the call. The expiry date of the general deadline without having notified the procedure resolution will have dismissal effects, and the candidate shall be entitled to lodge the convenient appeals.

Favorable resolutions shall specify, in addition to obligatory aspects, the following information:

- Monthly amount for which it is given the economical aid
- Period for which economical aid has been granted



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- Payment terms and justification
- Causes of extinction of the economic benefit

Article 9.- Payment terms and economic aid justification

The economical aid will be accrued on a regular basis each monthly in arrears from the first payment, and it will be accrued on a general basis through a receipt duly completed.

Article 10.- Causes of extinction of the economic benefit

The economical aids will be extinguished for some of the following causes:

- Voluntary renunciation of the beneficiary
- Concealment or proven falsehood, on the information or documentation accompanied by the request
- Access to another procedure or incompatible service with the economic benefit
- Access the labor market with a salary equal to or greater than the minimum wage
- Finalization of the period granted
- Disappearance of some established requirements for the granting and maintenance of the economical aid
- Breach of the justification

Article 11.- Appeals

Against the present agreement, which ends the administrative channel, a discretionary appeal for reconsideration may be placed before the body that had issued it, within one month, or Contentious-Administrative Proceeding, within two months of the day following the publication on the Official Bulletin of the Province.

4.2. REGULATORY BASES OF GRANTING DIRECT ECONOMICAL AIDS FOR THE SUPPORT OF FAMILIES IN NEED IN CHARGE OF THE EQUAL FUNDS FROM THE CALS PROYECTO HOMBRE FOUNDATION

Article 1.- Object

The object of these bases is to convene and to regulate the direct economical aids to families with or without economically dependent persons on rehabilitation treatment because of consumption of drugs, protected on the different services the CALS Proyecto Hombre Foundation offers in the region of El Bierzo.

Article 2.- Legal Regime

The aids call in charge of the EQUAL funds, are legible expenses in accordance with Regulation (EC) n° 448/2004, of March 10th. In addition to these rules, they will be governed under the Law 38/2003 (General Subsidies Act), of November 17th; by Royal Decree 2225/93, of December 17th,



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which approves the Procedure Regulations for awarding public aid, without objecting the Law 38/2003; by the Law of the Legal Regime of Public Administrations and Common Administrative Procedure, modified by Law 4/99, as well as for the rest of the legislation applicable.

Article 3.- Budget

Total expenditure of the call shall not exceed the amount of 40.720 euros in charge of the EQUAL funds.

Article 4.- Beneficiaries

Families with or without economically dependent persons that can not receive income because of being on a rehabilitation treatment on the CALS Proyecto Hombre Foundation may be beneficiaries of this line of support.

Article 5.- Requirements

Families must satisfy strictly the first of the following requirements and at least another one:

- They will be on a rehabilitation treatment/program of the Foundation
- Families with or without dependent persons, where all members of the family unit are on unemployment situation
- Families with or without dependent persons, where some member of the family unit has a temporary employment that does not exceed the minimum wage
- Single-parent families

Article 6.- Order of priority

In the event of don't have enough means to handle all the proposed requests it will be necessary to establish an order of priority based on the following criteria:

- 1º) Minimum income of each family unit petitioner
- 2º) The greatest number of dependent persons on the same family

Article 7.- Request and documentation to be submitted

The requests to the President of the CALS Proyecto Hombre Foundation and complement documentation shall be submitted at the General Registry Office of the Municipal Council, directly or by any of the means foreseen in the Article 38 of the Judicial Regime of the Public Administrations and Common Administrative Procedures, Law 30/92, of November 26th, modified by the Law 4/99.

Deadline to submit the requests shall be 15 days from the day following the bases publication, in the event that not many requests were submitted the deadline will be automatically extended.

The requested documentation is:

- Request form provided at the Foundation's headquarters



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- Photocopy of ID card
- Photocopy of Family Book
- Census certificate and cohabitation
- Accreditation certificates of incomes
- Updated certificate from the Employment Office that reflects the unemployment situation of the participant

The requested documentation is extended to all members of the cohabitation unit.

Other complement documentation for the aid resolution may be required when necessary.

Article 8.- Processing Procedure

8.1. Initiation

Once the request has been received, if requirements are not met by the current legislation and by these regulatory bases, the participant will remedy the lack and submit the required documents on the next 10 calendar days. If the participant does not provide the required information the request will be rejected, by specific resolution.

8.2. Planning and instruction

Once the request has been corrected, foundation technicians and other members from de Control Team of the EQUAL Program will carry out a valuation of the requests.

Afterwards, a provisional resolution proposal will be formulated and notified to interested persons on the procedure. Once the participants have submitted the opportune allegations, a final resolution proposal will be presented to the competent body.

8.3. Resolution

Once the instruction stage is completed, the document will be submitted to resolution by the Foundation President. Procedure resolution shall be issued within a maximum period of 15 days from the final resolution proposal and, in any case, within a maximum period of 6 months from the publication of the examination session. The expiry date of the general deadline without having notified the procedure resolution will have dismissal effects, and the candidate shall be entitled to lodge the convenient appeals.

Favorable resolutions shall specify, in addition to obligatory aspects, the following information:

- Monthly amount for which it is given the economical aid
- Period for which economical aid has been granted
- Payment terms and justification
- Causes of extinction of the economic benefit

Article 9.- Payment terms and economic aid justification



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The economical aid will be accrued on a regular basis each monthly in arrears from the first payment, and it will be accrued on a general basis through a receipt duly completed.

Article 10.- Causes of extinction of the economic benefit

The economical aids will be extinguished for some of the following causes:

- Voluntary renunciation of the beneficiary
- Concealment or proven falsehood, on the information or documentation accompanied by the request
- Access to another procedure or incompatible service with the economic benefit
- Access the labor market with a salary equal to or greater than the minimum wage
- Finalization of the period granted
- Disappearance of some established requirements for the granting and maintenance of the economical aid
- Breach of the justification

Article 11.- Appeals

Against the present agreement, which ends the administrative channel, a discretionary appeal for reconsideration may be placed before the body that had issued it, within one month, or Contentious-Administrative Proceeding, within two months of the day following the publication on the Official Bulletin of the Province.

5) AIDS TO ACTIVITY GENERATION

REGULATORY BASES OF ECONOMICAL AIDS TO PROMOTE NEW INVESTMENT PROJECTS OF SMALL AND MEDIUM-SIZED ENTERPRISES WITHIN THE PROJECT “CONCÍLIATE BIERZO”, COMMUNITY INITIATIVE EQUAL

1. OBJECT

With this line of support is intended to promote the creation of small and medium-sized enterprises and the development of business projects, supporting those persons who have a business idea but don't carry out it because the risks involved.

2. BENEFICIARIES

The beneficiaries of this line of support are:

- Participants in the Community Initiative EQUAL, within the CONCÍLIATE BIERZO Project, that develop a business project for creating their own job, becoming self-employed, partnerships or cooperatives.
- Domiciled or not in the City Councils of Cacabelos and Fabero, as long as they establish their workplace in these municipalities.



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- Domiciled or not in any of the City Councils of the region of El Bierzo, as long as they establish their workplace in the municipalities of the region, and they requested the aid to Adesper.

3. REQUIREMENTS

Establishing a new company in the legal form of self-employed, partnership or cooperative (creating their own job).

The company must be created in the City Council of Cacabelos or Fabero, or in other City Councils of the region of El Bierzo. Companies placed in the same municipalities that the headquarters of the Development Group CONCÍLIATE BIERZO will have priority.

The enrollment in the project must be before the date of the subsidy processing.

The investment can be made on behalf of a natural or legal person, but not by entities without legal personality

4. OBLIGATIONS OF THE BENEFICIARIES

The person or beneficiary entity shall develop the activity related to the aid granted for a minimum period of one year from the following day to the Social Security Registration, Mutuality or Professional Association, except a cessation of activities by force majeure. If the business activity is less than a year, reimbursement shall be proportionate to the amount subsidized.

5. AMOUNT OF THE SUBSIDY AND ELIGIBLE CONCEPTS

The amount of the subsidy shall not exceed 75% of the planned investment to make.

The subsidy will be in order to financing fixed assets included in any of the following concepts:

- Establishment costs of the company (fees, Notary and Land Registration fees, agency costs)
- Rental of a space destined to the establishment of the business for the first three months with a rental agreement of one year at least.
- Cost of business transfer (excluding any transfer formalized between persons with a relationship or ascendants and descendants of the first degree of consanguinity or affinity)
- The percentage of 50 % of the Social Security Contribution for the Special Regime of Self-employed and Special Regime of Employees of private households of first year.
- Acquisition costs of:
 - Furniture
 - Computer equipment
 - Office equipment (Fax, photocopier, ...)
 - Machinery and tools

The value added tax shall be excluded for calculation of expenditure or investment carried out.

The investments via financial leasing will not be accepted as eligible.



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6. COMPATIBILITY

The granting of subsidies will be compatible with other awarded to the company within the call, whilst complying with community normative on this matter, and have not been subsidized the same investment or expenditure. For this purpose, original receipts of the eligible investment costs will be required.

7. PLACE AND DEADLINE OF THE REQUEST

The subsidy applications will be formalised on behalf of the holder or of the partners, in case of societies or cooperatives. These applications will be submitted on a standard format (see annex I) accompanied by:

- Report. Annex III
- ID Card/ Company Tax Code
- Accreditation of the representation

These documents will be submitted on:

- Local Development Office of the Municipal Council of Cacabelos, Plaza Mayor, 1, 24540, Cacabelos, for the company projects installed on this municipality.
- Registry Offices of the Municipal Council of Fabero, Plaza del Ayuntamiento, 10, 24420, Fabero, for the company projects installed on this municipality.
- ADESPER Office, calle Félix Rodríguez de la Fuente, 13, 24010, Trobajo del Camino, for the company projects installed on any municipality in the region of El Bierzo.

The deadline will be since the approval of these bases, September 13, 2005, until May 31, 2007.

8. EXECUTION TIME AND JUSTIFICATION

Companies shall be operational since the entry into force of these regulatory bases, on September 13, 2005, until December 31, 2007.

The justification will be submitted once the company is operational, with a final deadline of December 31, 2007.

- a. Request for payment (Annex II)
- b. Receipts, bills, contracts, etc., to justify the payments made (with certified photocopies)
- c. Social Security Registration, Mutual Insurance Company or Professional Association related, and income contribution receipts
- d. Business Tax Registration, or census declaration.



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ANNEX I

REQUEST FORM

GRANTING OF SUBSIDIES REQUEST TO PROMOTE NEW INVESTMENT PROJECTS OF SMALL AND MEDIUM-SIZED ENTERPRISES WITHIN THE PROJECT “CONCÍLIATE BIERZO”, COMMUNITY INITIATIVE EQUAL

Application Number:

DETAILS CONCERNING THE APPLICANT

Mr./Mrs....., with Tax Identification Number.....
as.....
appears on behalf of.....
with Company Tax Code.....
and registered office on.....
Locality.....Province.....
address for notification purpose.....
Locality.....Province..... ZIP
code..... Phone Number.....
Fax..... Email Address.....

BANKING DETAILS/ BANK DETAILS

Account holder.....
Tax Identification Number/Company Tax Code.....
Financial Entity.....
Locality.....Address.....
Account number (20 digits).....

DECLARES THAT:

Would like to REQUEST the subsidy called by the CITY COUNCIL OF CACABELOS

Activity/Enterprise	Amount of the investment
	Euros

Documentation provided:

☐ Supporting documentation of the applicant's identity (ID Card, Tax Identification Number, Passport, Driving license, Company Tax Code...)



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- ☐ Normalized Memory/Report
- ☐ Accreditation of the Representation

Furthermore, in accordance with this call, on his own behalf and/or on behalf of the represented Entity:

- ☐ I declare not to have an unpaid debt by any concept to the City Council of
- ☐ I declare not to have other subsidies requested or granted
- ☐ I declare to have other subsidies requested or granted

Entity or Organization	Requested Amount	Granted Amount

- ☐ I declare not to have received other subsidy to the same purpose that exceeds the cost of the Contribution to Social Security

I COMMIT:

- ☐ To maintain the subsidized activity for a period of one year from its inception
- ☐ To communicate the subsidies requested or granted

IT IS REQUESTED, under the provisions of the regulatory normative and once the requirements have been attained, the pertinent subsidy maximum amount would be granted under the implementing normative and IT IS DECLARED that documents and details accompanying this request correspond to the reality.

(Place and Date)

Signed:

Mr. MAYOR/PRESIDENT OF THE CITY COUNCIL OF.....



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ANNEX II

REQUEST FORM

REQUEST FOR RECOVERY OF THE GRANTED SUBSIDY TO PROMOTE NEW INVESTMENT PROJECTS OF SMALL AND MEDIUM-SIZED ENTERPRISES WITHIN THE PROJECT “CONCILIATE BIERZO”, COMMUNITY INITIATIVE EQUAL

Application Number:

DETAILS CONCERNING THE APPLICANT

Mr./Mrs....., with Tax Identification Number.....
as.....
appears on behalf of.....
with Company Tax Code.....
and registered office on.....
Locality.....Province.....
address for notification purpose.....
Locality.....Province..... ZIP
code..... Phone Number.....
Fax..... Email Address.....

REQUESTS THAT:

Would like the granted subsidy is paid by the City Council of Cacabelos

Activity/Enterprise	Total Investment Amount	Subsidy Amount
	Euros	Euros

Documentation provided (Certified photocopies):

- ☐ Receipts or invoices to accredit rental expenses, transfer, constitution or purchase of furniture
- ☐ Rental agreement or transfer contract
- ☐ Social Security Registration and income contribution receipts
- ☐ Business Tax Registration, or census declaration

(Place and Date)

Signed:

Mr. MAYOR/PRESIDENT OF THE CITY COUNCIL OF.....



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ANNEX III

MEMORY REPORT

1. DETAILS OF THE PROMOTER

Academic Training

Additional Training

Work Experience.....

Work Experience related to the activity

2. DETAILS OF THE COMPANY

Company Name

Reasons for creating the company.....

Legal Form.....

Social Security System

3. PRODUCT/SERVICE DEFINITION AND MARKET

Product or service definition

Market that the company is targeting and characteristics

Geographical field

Customers

Suppliers.....

Competition.....

Specify if it is a transfer

4. MARKETING PLAN

Activity description

Product or service price

5. INFRASTRUCTURES

Location of the Company

Specify if the company premises are owned or rented

6. ORGANIZATION AND HUMAN RESOURCES

Functional organization

Hiring forecast.....



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7. ECONOMICAL FINANCIAL PLAN

EXPENDINTURE DESCRIPTION	COST (without taxes)
Costs of establishing the company (taxes, notary fees, agency fees)	
Rental and/or transfer expenses (three months)	
Purchase of furniture	
Purchase of computer equipment	
Purchase of office equipment	
Purchase of tools and machinery	
Social Security contribution for self-employed workers or domestic workers (1st year)	
TOTAL	

FINANCING PLAN

DESCRIPTION	AMOUNT
Own resources	
Credits or loans	
Subsidies	
Others	
TOTAL	

Signed:



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3. TRANSFER OF THE DESIGN OF AN “INTEGRATED LABOUR INSERTION ITINERARY”

3.1. Objectives

The “Concíliate Bierzo” Project had as one of the main target groups the rural women. More than 60% of the beneficiaries of the project were women.

The main result of the project for the rural women was the design of an Integrated Labour Insertion Itinerary, whose main objectives were:

- The design and development of a model to ensure equal opportunities between men and women
- Providing training activities for those women who intend to be inserted in the labour market
- The design of a coherent and integrated method

3.2. Design and development of a model to ensure equal of opportunities between men and women

At present, there are still inequalities between men and women in the society. This problem in large measures concerns the access of women into the labour market.

The “Concíliate-Bierzo” Project created a model within the Integrated Labour Insertion Itinerary to ensure the equal opportunities and to eliminate any type of social discrimination, especially between men and women.

The labour discrimination between men and women causes a lot of problems. Some of these problems are:

- Limited integration and responsibility of women in “men’s jobs” (women need to demonstrate more attitudes and knowledge that men when applying for a same position of responsibility)
- The transition of stereotypes through the media that damages the real image of women
- Limited participation of women in decision-making in politics and in society in general
- Wage and labour discrimination of women
- Difficulties in the conciliation of the familiar and professional life of women

The Principle of Equal Opportunities is developed with the basic idea of each person should have the same opportunities as the rest in the obtaining of the scarce resources needed to develop their life plan.

The building measures of equal opportunities are preventive and/or promotional measures that seek to avoid the women discrimination in order to prevent the recurrence of the effects that have accompanied usually discriminatory behavior.

There are two types of building measures:

- Permanent measures: these measures seek to ensure equality in the exercise of a right by eliminating discriminatory practices in the company
- Support measures: these measures seek to solve certain employment problems of disadvantaged groups in society



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3.3. Providing training activities for those women who intend to be inserted in the labour market

Priority will be given to women with low levels of education, but it is important the inclusion on the process of women with more training in order to assume leadership roles more quickly and so facilitate the complementarity of the group and the company creation.

OBJECTIVES:

- Providing occupational training and business training to women in emerging sectors of the area
- Promoting cooperative work and female entrepreneurship
- Providing information, advice and technical support
- Promoting a meeting point for women for the exchange of experiences
- Improving the basic training of rural women, increasing their self-esteem
- Increasing the participation of women in the community
- Promoting the women independence

The labour training program promotes active participation of women, their training, information and counseling, as key factors in their employment insertion.

For this purpose, this program has been developed in accordance with the main characteristics of rural women and in order to make the most of available resources.

The training program involves three types of actions:

- Dissemination and awareness
- Personal assistance services and personalized follow-up
- Occupational and business training courses

3.4. Design of a coherent and integrated method

One of the main objectives of the Integrated Labour Insertion Itinerary was the design of different and integrated measures able to answer the individual needs of women and able to help them to overcome the personal and professional barriers that make their labour insertion difficult.

The design of this method can be explained by the following steps:

- Analysis of needs and counseling services
- Decision-making
- Implementation of the models and training methods
- Monitoring and evaluation
- Revision and dissemination

a) ANALYSIS OF NEEDS AND COUNSELING SERVICES

Actions:

- Compiling information



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- Data revision
- Identification of options
- Consultation of economic and social agents

Implications of the responsible organisms:

- To identify and understand the reference group
- Networks formed by interesting organizations for the project
- The Projects are not considered in isolation
- Liaising with other entities
- Creation of new structures
- Identification of the needs and opportunities in the labour market

b) DECISION-MAKING

Actions:

- Options
- Determination of practical objectives
- Determination of indicators

Implications of the responsible organisms:

- Representation on the decision-making group
- Participation of the collective on the decision-making
- Creation of links with the labour market
- Agreement about indicators with the responsible organisms and key agents

c) IMPLEMENTATION OF THE MODELS AND TRAINING METHODS

Actions:

- Models and training methods
- Necessary resources
- Need of additional aids to improve the results

Implications of the responsible organisms:

- Global approaches. Flexibility
- Resources allocation
- Tools and work materials to help young people
- Capacity of trainers



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- Management work models between organisms

d) MONITORING AND EVALUATION

Actions:

- Individual monitoring
- Evaluation of the effectiveness in all stages

Implications of the responsible organisms:

- Progress monitoring in all levels
- Progress evaluation on a strategic level

e) REVISION AND DISSEMINATION

Actions:

- To explain the results
- Success factors
- Good and bad practices
- To disseminate the experience of the project
- Multiplying effect

Implications of the responsible organisms:

- Continuous learning and improving process
- Effectiveness of the collaborative relations
- Sustainability of the approach
- Funding requirement
- Mechanisms of permanent support



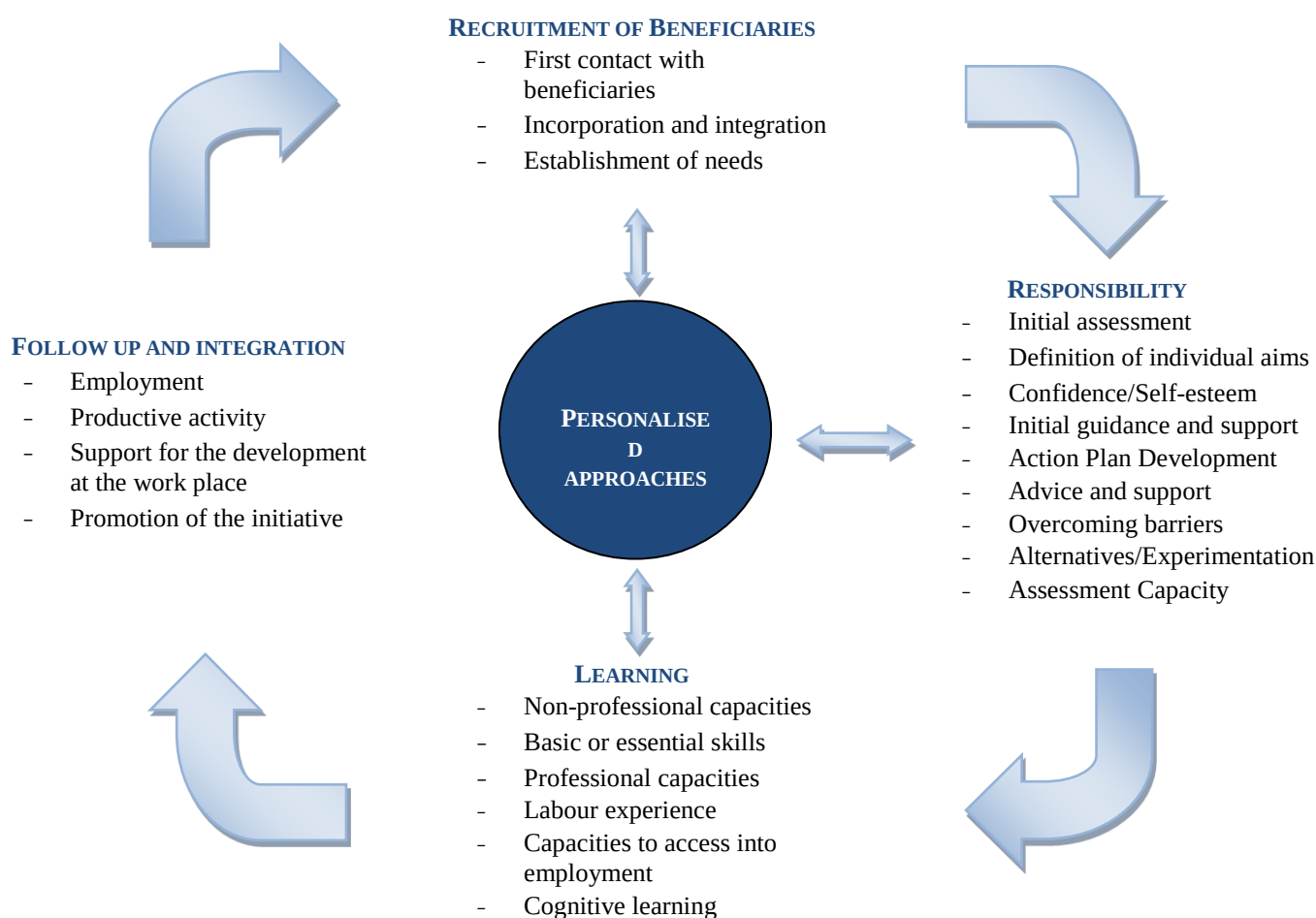
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4. METHODOLOGY: Personalised approach for the labour insertion included in the “self-employment guide”

The personalised approach for the labour insertion attempts to help all collectives with problems for their insertion on the labour market (women and young people that have never been employed and long-term unemployed), through a coherent set of measures to respond their individual needs.

The methodology attempts to resolve the problems both personal and professional level, taking into account the skills and capabilities of these collectives.

This method will be complemented with the database formed by the curriculum vitae of women and other beneficiaries, like young people that have never been employed.



4.1. Recruitment of Beneficiaries

The recruitment of possible beneficiaries of the program is the point of departure of the Labour Insertion Itinerary.

The recruitment is the first contact with beneficiaries, and where starts the analysis of needs of the potential users and the individual capacities of each person.

At this point, the expectations of the labour insertion are established.



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The main objective of the recruitment of possible beneficiaries is to inform, to guide and to advise each person seeking information, and subsequently these persons will be derived to the services and opportune actions remaining.

The objectives and specific actions of the information service, recruitment of beneficiaries and the orientation can be found below.

Main objectives:

- Informing, guiding and accompanying on the design and development of the Insertion Plans as well as on the decision-making, concerning the employment access, professional promotion and labour reinsertion
- Informing, guiding and accompanying on the design and development of the Insertion Plans concerning the most appropriate training option in order to achieve a professional profile that ensures a suitable labour/professional insertion and/or reinsertion

Specific actions:

- Development of interviews to design the Labour Insertion Itinerary
- Supporting the user on the definition and acceptance of the Insertion Plan
- Monitoring the labour insertion
- Contact with the companies
- Labour intermediation, between users and job offers

4.2. Follow up and integration

The follow up and integration are developed through the Protocol of Actions (see section 2 of the document) with different forms: sheet models, *curriculum*, customised training possibilities to achieve an employment, conciliation grants, etc.

4.3. Learning of the participants

BASIC AND PROFESSIONAL TRAINING:

The training of the participants has been conceived from an academic point of view and aptitudes, skills and abilities perspective.

The starting point of this process will be the own person and its abilities to carry out an educational and training process, providing security to the person in order to access into the labour market.

The training development will be adjusted by the individual needs of participants, and the organizing entities will provide support measures for the attention of dependents of participants.

The training activity will be adjusted to the business reality of the area, incorporating the possibility of work experience in real companies.

The main objectives, and the general and specific actions of this training service can be found below.



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Main objectives:

- Design and development of the Training Plan
- Coordinating and developing the different training actions of the program
- Collaborating with the rest of services and professionals of the technical team, on the approach and design of the training courses

General actions:

- Informing about the training program to social services, social agents, local agents, etc.
- Coordinating the design and development of the training activity

Specific actions:

- Coordinating the evaluation of the formative demand raised by the user together with the information service
- Establishment of standards to define the guidelines and the structure of the actions
- Facilitating the most complete information of training actions to the users
- Guiding the enquiries of the users to other sources in order to obtain specific information
- Developing training actions in accordance with the new sources of employment
- Control and monitoring of the users along the training actions
- Control, monitoring and evaluation of the training actions
- Coordination with the Project technicians in order to design and develop new training actions in accordance with the social demand

TRAINING FOR THE ACCESS TO A JOB AND SELF-EMPLOYMENT

The beneficiaries, through the basic and professional training of the program, may achieve the following objectives:

- Improving their professional qualifications
- Being inserted more easily into the labour market
- Becoming self-employed
- Performing their jobs better

The beneficiaries will learn the necessary mental and manual skills to develop a job. These abilities will influence into their personal autonomy causing a increased labour efficiency and a greatest quality.

The learned skills will play a key role in the development of a profession. The correlation between the own knowledge and the labour reality will be the perfect fusion for the maintenance of a good level of employability.



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NEED OF PRACTICES IN REAL COMPANIES:

The work experience all along the personalized training process within the Integrated Itinerary has a basic importance in the capacities acquisition, real experience in specific situations and, above all, because the implication of some social agents is required (trainers and public and private companies).

The organization of this system requires a previous preparation, prior agreements, and the detection of the needs to be met, to act in accordance with these necessities.

The development of the project counts on social interlocutors' collaboration of the province of León: Chamber of Commerce, associations of entrepreneurs, trade unions, development agents, local action groups, Public Employment Service of the Regional Government of Castilla y León (ECYL), etc.

Objectives:

- Collaboration and implication of various social agents on the training processes
 - Promoting the personal initiative
 - Facing up to real problems
- Adjusting the knowledge acquired to specific problems
 - Acquiring practical experience
 - Offering personal solutions to specific problems
 - Knowing the labour activity functioning

Human Resources:

The human resources area is formed by a technical working team responsible of the different tasks required for carry out the alternation phases of work on companies, in the form of individualized tutoring, and in direct relation with the business needs in order to offer customized training courses.

The main objectives of the establishment of the technical working team are:

- Promoting the access to the labour market of marginalized groups, social integration and to improve access of women to comply the Equality of Opportunities
- Setting the objectives of the alternation
- Being in contact with all the social agents implied
- Putting into practice the working method
- Carrying out a personalised tutoring to:
 - Resolve the emerging problems
 - Coordinate work
 - Keep in operation the organised work network
 - Support technical and humanly the agents involved on the alternation

Methodology:

The methodology to be followed is the creation of a working method that allows the achievement of the goals and the personal and professional enrichment, promoting a range of capacities:



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- The observation
- The analysis of the different problems
- The comparison in time and through space (what took place and what is being done, what takes place here and what takes place in other locations)
- The synthesis (ability to switch from abstract to specific concepts, to elucidate the heart of issues)
- The capacity for expression
- The care of relationships with others
- The respect of other points of view
- The meditation of what is being done at every moment

All of these points are developed with the establishment of a previous preparation of the alternation practices explaining the working methodology of the training phase. Once the practices have been completed, final conclusions will be drawn.

Actions:

The field of actions is large, and it runs through all the possibilities in the regions of the province of León, and above all it runs through the endogenous potentialities in order to use them as a mean of professional qualification, employment generation and self-employment and integration of all collectives of society, especially women.

The result of these actions will be economic diversification, increase in income, and the establishment of young people in the province of León.

Expected results:

- The achievement of the intended objectives:
 - The employment creation is the most important result of the alternation practices
- The achievement of a real qualification for the life:
 - Capacity to resolve real problems
 - Increased personal self-esteem
 - Establishment of an integration process
 - Fulfillment of the Equality of Opportunities, especially with women
 - Employment creation from the endogenous potentialities of the province of León

TECHNIQUES FOR JOB-SEARCHING

When searching for a job, it is important to decide in the first instance what the participant is looking for. For this purpose the participant has to resolve various key aspects as shown below:

- The participants have to define their interests (commercial, scientific, administrative, technical, etc.) and their preferences, professional objectives, etc.
- The participants have to enumerate their training and work experience, reflecting their best values and potential barriers that may exist

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- The participants have to determine the professional environment, and the conditions in which they would like to work
- The participants have to set the strategy to carry out in order to access into the labour market. They have to design an action plan

Once the objectives to achieve are clear, participants have to develop their Curriculum Vitae. This document is an essential tool to allow participants to be known in the labour market, and it serves as a direct communication link between the applicant and the Human Resources Department of a company for any offer of employment.

The *Curriculum Vitae* must contain clear and concise information about personal details, training and professional experience of the candidate. The main purpose of this document is getting a personal interview with the company.

The candidates should include the following aspects on their *Curriculum Vitae*:

- *Personal details*: full name, civil status, date and place of birth, address, telephone number and ID Card.
- *Academic education and complementary training*: studies conducted and centers where they have been taught, qualification and academic specialization, starting and ending date of the academic training, specific courses, etc.
- *Professional experience*: job title, company/organization, functions to develop on the company, practices in companies, collaboration in university departments, etc.
- *Other information*: geographical availability, possession of a driving license, languages, etc.

Once the participants have made their curriculum vitae, they can deliver it to companies specialized in job-searching, where will provide them all the information they need. It is important to teach participants into searching job offers in newspapers and internet.

When participants are interested in working in a particular job in a company, they can attach a cover letter to their *Curriculum Vitae*.

The cover letter should be short and in accordance with these following guidelines:

- The cover letter must be directed to the head of the company with contractual power, or to the Department of Human Resources of the company
- On the cover letter must appear the full name and full address of the candidate
- It is important to begin the cover letter with a courtesy greeting
- The candidate will try to capture the attention of the company by making comments in accordance with the characteristic of the job offered
- The participants must indicate the job or functions that they would like to perform in the company
- The participants must include a brief summary of their most identified skills with the request. In the event that there is a particular job offered, participants must list their achievements in accordance with that job
- It is important to finish the cover letter with a courtesy phrase



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If participants capture the attention of the Department of Human Resources of a company, it is possible they call them for a job interview.

In case of a job interview, the participants must prepare it very well in order to avoid mistakes:

- Obtain information about the company in order to answer correctly the interview questions
- Prepare the necessary documentation: copy of curriculum vitae and photocopies of academic and educational certificates
- Learn the curriculum vitae

At the time of the interview is important that the participant follow these general tips:

- Presented in a friendly manner and to be calm
- Caring for the physical appearance
- Being punctual
- Showing security and self confidence
- Looking into the eyes of the interviewer
- Speaking in a clear voice and with a normal speed. Do not interrupt the interviewer when speaking
- Saying goodbye in a friendly way, and showing gratitude for the opportunity of having an interview

4.4. Personalised follow-up once the training program has been completed: Specific grants for self-employment activities

The participants of the training program will have at their disposal a support service for self-employment.

This service will be aimed to all participants with entrepreneurial spirit, in order to inform, orientate and advise them from a self-employment perspective.

An important individualised accompanying role will be made during all the preliminary study process of the business idea and establishment of the new company.

The general intended actions and the methodology can be found below.

General intended actions:

- Information about the social services, social agents and local agents
- Collaboration with the different public or private social services that are working with the user for the coordination of the actions and the establishment of the business project
- Carrying out all necessary actions to comply with the established objectives along with the rest of services

Intended methodology:



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The methodology for the catchment of the participants with entrepreneurial spirit is structured in four phases:

1. Recruitment of users and promotion of the entrepreneurial culture
2. Personalised dates for users with positive results on the test of entrepreneurial profile. The participants will be interviewed, and their social and economical situation will be studied as well as their potentialities and personal shortages
3. Strategic consulting: important aspects will be defined at this phase (business ideas, development of a financial viability plan, and the necessary tools to establish the project)
4. Exhaustive information about economical aids and subsidies for the establishment of the business project, as well as obligations that the project could be subjected, promoting a higher degree of responsibility and implication on the own project.

GUIDANCE METHODOLOGY AND SOCIAL SUPPORT

This service is created to carry out a thorough analysis of the socio-familiar circle of the beneficiary, in order to give support and guidance for the conditions surrounding improvement.

The main objective of this service is to collaborate with the rest of services and professionals of the Technical Team in the development of the Insertion Itinerary.

Specific intended actions:

- Supporting the beneficiary for the acquisition of the personal autonomy
- Evaluation of the user situation and its family unit
- Controlling users that need an specific monitoring
- Collaboration with the training service for the approach and design of the training actions, in order to fit the needs of the users

ECONOMIC GRANTS TO FINANCE THE SOCIAL SECURITY COSTS OF SELF-EMPLOYED

It is not possible to be definitive about the subsidies available for self-employed, starting out because there are so many programs, they change over time and are usually timing and funding limited (programs are available for limited periods and even then can be withdrawn because the funds allocated to them have been exhausted).

In addition much of the funding is at least in part local or regional so the subsidies available depend on where the self- employed is going to establish the business.

However, there are social security bonuses aimed to some groups of self-employed. These discounts are:

- Self-employed under the age of 30/35 years old
- Familiars of self-employers registered as contributors of the business
- Self-employed with disabilities
- Self-employed of the agricultural activity
- Partners of cooperatives
- Self-employed with multiple jobs



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- Single payment of unemployment benefit for the creation of a new business

Single payment of unemployment benefit:

The single payment of unemployment benefit is a measure of promoting self-employment.

The unemployed worker can receive in a single payment the entire unemployment benefit in order to start its new project. Self-employment activities for which it is possible to apply the single payment are:

- The start of a new business activity as a self-employed
- The incorporation of an unemployed worker to a cooperative, existing or newly created, as a partner
- The establishment of a worker-owned company, or joining an existing one, as a partner

The general requirements to obtain the single payment of unemployed benefit in order to create a new business activity are:

- Having a recognised contribution-based unemployment benefit
- To have three months of unemployment benefits pending to receive on the request date
- To have not obtained a single payment of unemployment benefit in the previous four years
- In case of beginning the business activity in a Worker-owned Company or in a Cooperative, it must be done as a partner
- Having not started the business activity before the date of the submission of the request
- In the event of having impugned the termination of the employment relationship (origin of the unemployment benefit) the request must be submitted after the resolution of the procedure

4.5. Collaborative mechanisms between the participant entities

The Development Group “Concíliate-Bierzo” is formed by the following seven members:

- City Council of Cacabelos
- City Council of Villadecanes
- City Council of Fabero
- CALS “Proyecto Hombre León” Foundation
- Asprona-Bierzo association
- Association for the Sustainable Development and Promotion of Rural Employment

The main collaborative mechanism is carried out by the General Assembly. The General Assembly is constituted by all the signatory parties of the present convention.

The functions of the General Assembly are:

- To develop the working plan taking into account the functions and tasks assigned to each partner, and to comply the objectives of the project



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- To meet quarterly to approve the specific actions
- To coordinate the establishment of all social interlocutors of the municipality
- To ensure the participation of all beneficiary collectives
- To inform on the development of the actions through the Representative Entity

The working teams of the Development Group are:

- Coordination Team
- Follow up and Permanent Evaluation Team
- Transnational Team
- Social Agents, Beneficiaries and Transference of Results Team

All the teams will inform their tasks to the General Assembly as shown below.

1. COORDINATION TEAM

- Formed by the City Council of Cacabelos, the Association for the Sustainable Development and Promotion of Rural Employment, Asprona Association and the City Council of Fabero
- Meeting bi-annually to inform the General Assembly of their management
- Specifying the actions to develop according to the working program established by the Development Group
- Permanently vigilance in order to comply the objectives, measures and designed actions, informing the level of implementation of the project to the “Follow up and Permanent Evaluation Team”
- Proposing adaptations and modifications of the planned actions to the members of the Group Development, depending on the variances produced on the implementation of the project, according to data obtained by the “Follow up Team”

2. FOLLOW UP AND PERMANENT EVALUATION TEAM

- Formed by the City Council of Cacabelos, the City Council of Villadecanes and Cáritas Association
- Supervising the actions developed on the different action areas: training, accompaniment, labour insertion, etc.
- Making periodic reports to the Coordination Team that reflect the functioning of the project
- Close cooperation with the members of the Development Group in order to ensure that all beneficiaries of the project are recipients of the aids
- Continuous evaluation and quality control of the project, coordinating the possible external and specific technical support for the performance of the evaluation studies and statistic control



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- Reporting any deviations detected on the implementation of the project about the actions initially planned to the Coordination Team
- Accomplishment of an annual report and proposal to the Development Group of a call for all partner entities in order to share the actions carried out
- Reporting the results obtained on the implementation of the actions to the Coordination Team

3. TRANSNATIONAL TEAM

- Formed by the City Council of Cacabelos, the City Council of Fabero and the Sustainable Development and Promotion of Rural Employment
- Management of the transnational actions, reporting and facilitating the participation on the actions of all members of the Group Development
- Management of the results, benefits, methodology and materials development, consequences of the Transnational Agreement

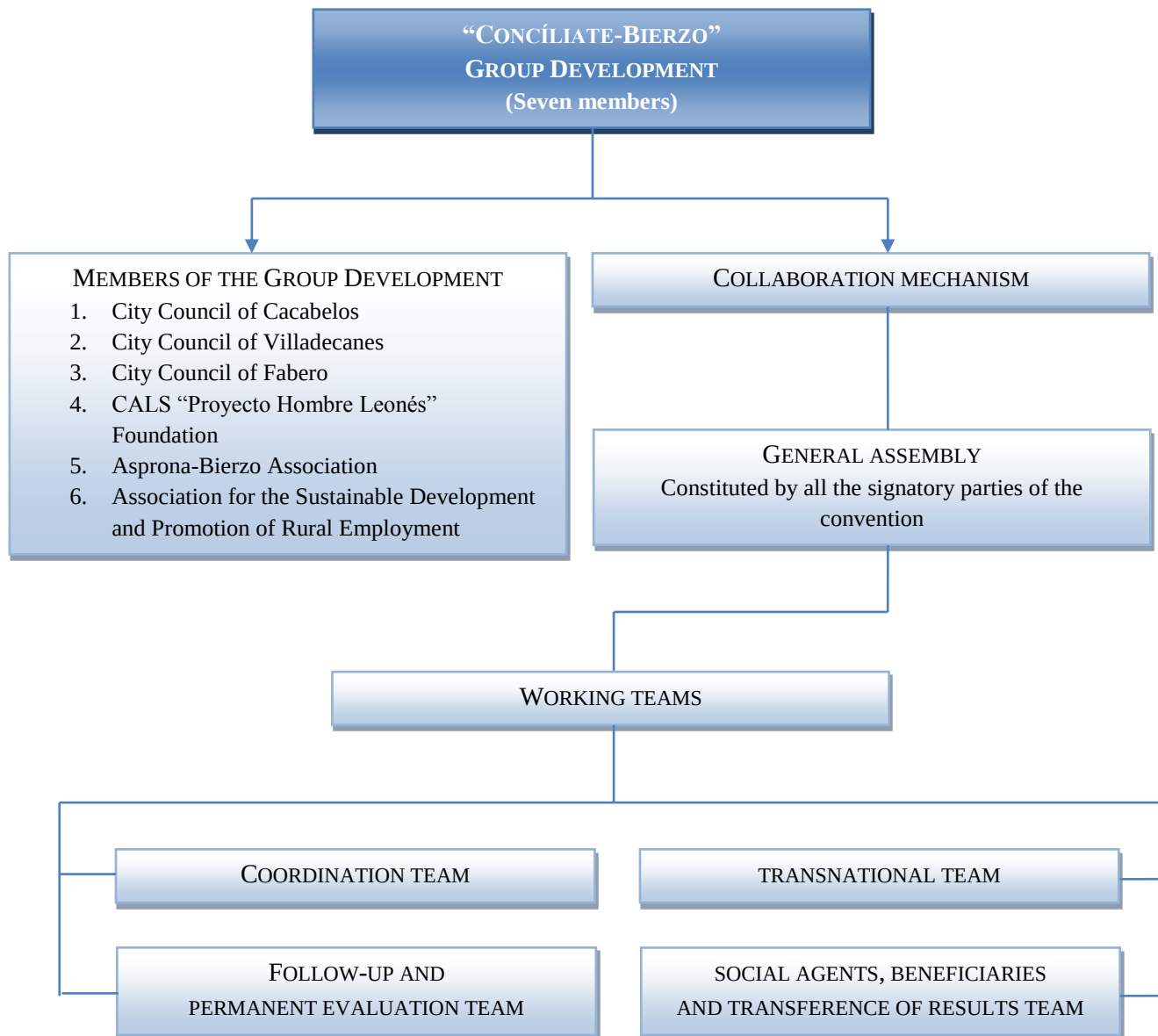
4. SOCIAL AGENTS, BENEFICIARIES AND TRANSFERENCE OF RESULTS TEAM

- Formed by the City Council of Cacabelos, the City Council of Villadecanes, the “Proyecto Hombre” Foundation and Asprona Association
- Getting together all the social agents involved on the project in order to report and make known the results
- Establishment of collaboration links with the different local and regional training organisms
- Creating the necessary conditions for the results dissemination beyond the project



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Following there is a schematic outline of the collaboration mechanisms between the participant entities.





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5. BUSINESS CREATION THROUGH THE “SELF-EMPLOYMENT GUIDE”

5.1. Information about the new employment resources in the rural areas

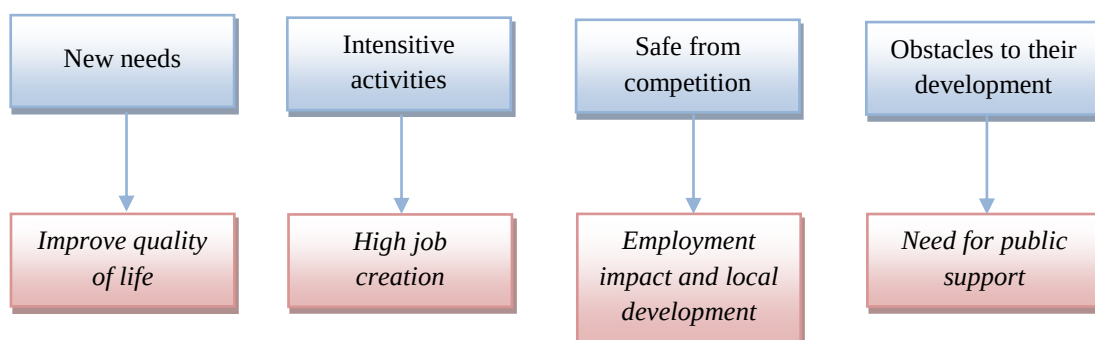
The new employment sources are activities with high local job creation. In the recent years, female employment has experienced a strong growth in various service sectors related with so-called New Employment Sources.

The new employment sources are a set of activities beginning to acquire importance from 1993, because of reduce the unemployment rates and increase the labour insertion.

The features of the new employment sources are:

- These activities are designed to meet new social needs
- They are configured within incomplete and irregular markets
- They generate opportunities for job creation at local level
- They are intensive activities regarding workforce
- They require a new organization of the supply and demand in the market at the beginning of the activity
- They are promoted from public institutions
- They are different from traditional services (stock market, insurances, banking, etc.)

DEFINITIONAL ELEMENTS OF THE NEW EMPLOYMENT SOURCES





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SECTORIAL DOMAINS OF THE NEW EMPLOYMENT SOURCES

NEW EMPLOYMENT SOURCES			
Daily life services	-	Home help services	
	-	Child care	
	-	New information and communication technologies	Services to individuals
	-		Services to companies
	-		Services to public sectors
Services of improvement the quality of life	-	Assistance to young people with difficulties of integrating into the labour market	
	-	Better housing	
	-	Security	
	-	Local public transport services	
	-	Revitalisation of urban public areas	
	-	Local shops	
Cultural and leisure services	-	Energy management	
	-	Tourism	
	-	Audiovisual services	
	-	Cultural heritage	
	-	Local cultural development	
Environmental Services	-	Sport	
	-	Waste management	
	-	Water services	
	-	Protection and conservation of natural areas	
	-	Regulation and monitoring of pollution and the requisite associated installations	

The New Employment Sources facilitate the insertion into the labour market of rural women, either as self-employed workers or as employees.

Nowadays, the New Employment Sources are an important tool of the policy of employment because there are a large number of unemployed facing difficulties to access into the labour



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market, like people older than 45 years old, long-term unemployed, women with low level of education and training, etc.

Taking advantage of the potential offered by the New Employment Sources new business initiatives will appear, contributing to achieve the general objective of increase employment levels and reduce the number of unemployed with difficulties on the labour insertion.

5.2. Creation of the business idea

The entrepreneur's project begins with the business idea. The main sources of inspiration to get business ideas are:

- Observation of an absence in the labour market
- New inventions and technologies
- Personal interests or hobbies
- Observation of social trends
- Observation of differences of other companies
- New ways of marketing (internet or other)
- Experience gained from a past employment

Then, in order to detect if our business idea will succeed or not, it is important to conduct another additional analysis, as shown below:

- Conducting a study of the product or service that will be offered
- Conducting a market study to find out if there is a place for our business idea and a demand for our goods or services offered, noting the existence of competition
- Performing an exhaustive business plan (selling price, marketing plan, distribution, etc.)
- Choosing the most convenient natural or legal form for the business activity
- Performing an economic and financial plan (the most exhaustive, realistic and consequent plan as possible)

5.3. Business feasibility plan: identification of promoters, enterprise analysis (product or service), market study, marketing plan, economic and financial plan

When it is intended to create a new company or business, it is important to follow a few steps, like those shown below:

- BUSINESS IDEA: what service or product I'm going to offer, the product is new or already exists in the market, ideas to improve and differentiate products that already exist, etc.
- BUSINESS PLAN: it is the development of the business idea containing all the elements necessary for the creation of the business. On the Business Plan can be distinguished the following stages:
 - Identification of promoters, their experience and their objectives



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- Brief description of the business idea
- Analysis of the company's activity (product or service)
- Inclusion of a market study
- Performance of a marketing plan
- Performance of a production plan
- Conducting a location study
- Conducting studies on organization and human resources
- Conducting an economic-financial study
- Analysis of formal aspects concerning the legal form to be adopted

Therefore, the Business Feasibility Plan constitutes a serious study of the real, technical, economic and financial viability of our idea.

The Business Feasibility Plan will be used as a business card in case of requesting for financial aids, so it will have to be convincing.

5.4. Administrative formalities and application for permits

The main administrative formalities and application for permits are:

- Municipal works permits and opening licenses
- Registration of the company in the Social Security
- Request for registration in the Social Security System

5.5. Financing searching and processing of documents

- The Public Employment Service of the Regional Government of Castilla y León promotes and assists in:
 - Self-employment in sectors and new employment sources
 - Self-employment of women in professions or occupations with lower levels of female unemployment
- The Economic Development Agency provides incentives for women entrepreneurs in order to create new businesses
- Different banking entities provide microcredits for the creation of new enterprises
- Any doubts during the process of creation of the business, can be resolved making the relevant queries in:
 - Ministry of Economy and Finance
 - Tax Agency
 - Ministry of Industry, Trade and Tourism of the Government of Castilla y León



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- National Statistics Institute
- General Treasury of the Social Security
- Economic Development Agency of the Government of Castilla y León
- Support Service Creation Business
- Chambers of commerce
- Business associations
- Consumers Associations
- Professional Colleges
- Labour Unions
- Official Gazettes of the State
- Regional and Local Official Gazettes
- Specialized journals, etc.

5.6. Types of societies

The company will have a specific legal form, depending on:

- The type of activity to exercise
- The number of promoters
- The responsibility of the promoters
- The financial needs of the project
- The expected results in the conduct of business and tax contribution

Some of the different types of societies in Spain are:

- Sole Traders
- Community Property
- Public Limited Company
- Limited Liability Company
- New Enterprise Company (Limited Liability Company Specialty)
- Worker-owned Company
- Cooperative

Below are detailed the main characteristics of each society.

SOLE TRADERS

- There is no minimum capital established for this type of company
- Simplicity in the form of constitution of the company



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- Ideal for running very small sized companies
- Unlimited liability
- Personal Income Tax

COMMUNITY PROPERTY

- There is no minimum capital established for this type of company
- The society must be compounded by two partners at least
- Private contract between community members
- Simplicity in the form of constitution of the company
- Unlimited liability
- Personal Income Tax

PUBLIC LIMITED COMPANY

- Minimum share capital of 60.101,21 €
- The society must be compounded by one partners at least
- Limited liability to capital contribution
- Greater guarantees and security in the trading environment
- Increasing number of procedures for the society constitution
- Higher costs for the company constitution
- Corporation Tax

LIMITED LIABILITY COMPANY

- Minimum share capital of 3.005,06 €
- The society must be compounded by one partners at least
- Limited liability to capital contribution
- Greater guarantees and security in the trading environment
- Increasing number of procedures for the society constitution
- Higher costs for the company constitution
- Corporation Tax

NEW ENTERPRISE COMPANY (LIMITED LIABILITY COMPANY SPECIALTY)

- Minimum share capital of 3.012 €
- Maximum share capital of 120.200 €
- The society must be compounded by five partners at the most
- Limited liability to capital contribution



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- Simplified Accounts
- Possibility of carrying out procedures by telematic means in short periods of time
- Corporation tax
- Possibility of delaying the tax liability for the first two years

WORKER-OWNED COMPANY

- Minimum share capital of 60.101,21 €
- Maximum share capital of 3.005,06 €
- The society must be compounded by three partners at least
- Limited liability to capital contribution
- Partners can choose the General Social Security System or the Special Self-Employed System
- Increasing number of procedures for the society constitution
- Higher costs for the company constitution
- Corporation Tax

COOPERATIVE

- Minimum share capital of 2.000 € (Castilla y León)
- The society must be compounded by three partners at least
- Limited liability to capital contribution
- Partners can choose the General Social Security System or the Special Self-Employed System
- Increased number of procedures for constitution
- Higher costs for the company constitution
- Corporate Tax (Special scheme)

5.7. Possibilities of cooperative creation

The cooperatives, in addition to being an instrument that provides economic benefits, are mechanisms of social and cultural development based on the cooperativism doctrine, whose basis is the equality and solidarity between the members of these associations.

Therefore, on a cooperative all the partners are the owners, under equal conditions, rights and responsibilities.

The process of forming a cooperative is expected to take a variable period of time, depending on the tenacity of the partners.

The Spanish Legislation allows constituting a cooperative to any person or any group of persons as long as the activity developed does not be a mercantile association.



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In order to form a cooperative, all persons identified with the project should get together. Additionally, all partners should be ready to work on its functioning and administration.

The cooperative partners must meet the following conditions:

- Self-motivation and wish to be integrated in the cooperative
- The partner must be over 18 years old. Otherwise, a legal representative authorisation is required, and if the person is over 16 years old an authorisation from the Ministry of Labour is required
- Being able to receive the cooperative services
- Readiness to participate actively in the operative and administrative activities of the cooperative
- Accepting and fulfilling the regulations and statutes of the organization
- Complying with the decisions properly approved by the General Assembly of the cooperative

ESTABLISHMENT OF A COOPERATIVE:

Below are shown the main steps the partners must follow up for the establishment of a cooperative.

- Certification request to show that the name of the cooperative does not appear as chosen by another company registered in the General Register of Cooperatives of the Ministry of Labour and Social Affairs
- Granting the Public Deed of the cooperative constitution and the notarisation of the social statutes, in the Notary
- Self-assessment of Asset Transfer Tax and Document Duties, in the Territorial Service of Economy and Finance
- In the Tax Agency and the City Council concerned:
 - Request the Tax Identification Code
 - Business Activities Tax Registration
 - Acquisition and stamped of Fiscal Books
 - Registration of the society in the competent Register of Cooperatives
- Acquisition of Official Books Trade:
 - Inventories and all aspects of Accounts
 - Company Log Book
 - Acts Register Book
 - These books are usually bought in bookshops and then they are legalised at the Mercantile Registry
- In the City Council concerned:
 - Building License (if required)



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- Opening of Establishment License
- Other municipal authorizations
- Payment of local taxes (water, sewerage, waste, etc.)
- Registration and industry inspection of machinery and company installations, in the Territorial Service of Industry, Commerce and Tourism of the Government of Castilla y León.
- In the Social Security Fund:
 - Registration of the company in Social Security System and obtaining the Tax Account Code
 - Registration of the company in the regime of occupational accidents and illness allowances or Registration on the Mutual Insurance Company for Occupational Accidents
 - Social Security System affiliation of the workers employed
- Acquisition and stamped of the guestbooks in the Work Inspectorate
- Notice initiating of the work center, in the Provincial Labour Directorate
- Registration of trade names and logos, patents and utility models, in the Industrial Property Registration Office



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INTEGRATED SERVICE CENTRES



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

INTRODUCTION

The "Sfida" project

Structural aspects of the Province of Trento

Economy mostly based on small activities

High level per capita consumption

Production and export with rhythms of increase higher than national ones

There are some critical aspects related to:

Demographic decrease

Differences in participation to job market (gender, age and nationality)

Territorial differences in population density, demographic characteristics, occupational possibilities and training opportunities

Low spread of Information and Communication Technology

Several statistical analyses show that the weak bands of the territorial job market are:

Long standing employees struggling with recurrent professional crises

Female employees over the age of 40 with low education

Employees who have been on the long term unemployment

Female workers who remain on the periphery of the job market

Foreign component of the provincial workforce

Factors which can contribute to instances of unequal treatment and weak occupation:

Objective factors:

Age

Sex (female)

level of education

Opportunities offered by the territory

Subjective factors:

Type of relationship with the job market

Level, breadth and suitability of the possessed competences

Inequality between the sexes

Female component of work market

is penalized respect to male component

Prevalence of women aged over 30

Great difference between territorial areas



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Exclusion in sectors with excess personnel

Elevate difficulties of re-insertion

Age discrimination

Unemployment is more and more an adult phenomenon

Unemployment figures contain more and more those adults who have lost previous employment

Workforce surplus is principally made up of adults with a low level of education

Discrimination based on nationality

Constant strong growth of unemployment among non EC citizens

Increased incidence of female component among unemployed.

Non EC employment is unbalanced towards temporary jobs

Growing difficulty in finding a job for specific groups of the immigrant population

• Project areas

The project aims to develop a local network of learning centres, located in the Professional Training Centres and in the Università Popolari in the provincial catchment areas that proved to be more significant for the project setup; in particular:

- the districts of Vallagarina, Alto Garda and Ledro, characterized by a high population density, business concentration and productive development;
- the districts of Valli Giudicarie, Valle di Non, Val di Sole and Primiero, characterized by seasonal jobs.

• Objectives

To promote the integration in the labour market and prevent long-term unemployment.

The project aims at the creation of educational Services integrated in the territory, in support of:

- the need for information, professional development, support in the transition, individual projects of entering and re-entering the job market for potential and weaker workers;
- the anticipation and managing of situation of professional obsolescence, professional crisis due to innovation, through the development and the maintenance of the existing skills.

• General strategy

• Action to limit, overcome and prevent the situations of discrimination and unequal treatment in the labour market.

- Implementation of an integrated approach to facilitate the access to the job market, focusing on the single individual, with his expertise and potential skills, acquired abilities, motivations and professional interests, needs for re-adaptation and training;
- implementation of innovative ways of action and instruments as added values to fight marginalisation from the labour market.



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Three macro activities:

Macro activity A – Objectives:

- 1) To carry out a research aimed at gathering and analysing data of sectorial/territorial context in order to investigate needs for competences related to the innovations and changes representing obstacles in the employability of the weak people
- 2) To carry out networking activities for the creation of a network among participants

Macro activity B - Objectives:

- 1) To design the devices and the related actions aimed at creating an integrated training offer on territorial basis;
- 2) To train the trainers of the learning centers
- 3) To plan the strategies for the promotion of the services.

Macro activity C – objectives:

- 1) Participants' selection
- 2) Testing activity of the service
- 3) Service's experimentation

● Target-group

The project is addressed to adults who suffer from discrimination and unequal treatment in the labour market - in terms of difficulty obtaining employment, risk of labour and professional marginalisation, dismissal from job, outplacement (after periods of inactivity or permanence in the unemployment and/or redundancy lists), exclusion from opportunities of professional growth.

Process Oriented Innovation

Adoption of a methodological approach that includes the whole of the training process, starting from the assessment of the competences, then identifying areas of professional gaps, comparing these to the required competences and related to specific occupations or to specific innovations, to finally supplying the necessary training to overcome the identified gaps;

Adoption of tools based on “added value” offered by the networks for the constitution of a territorial network of learning centres.

Objective Oriented Innovation

personalization of the targets and integration of the tools;

Creation of conditions for job integration through a reorganisation and a certification of the system of competences possessed, using permanent and continuous training;

Training implementation through innovative tools

Context Oriented Innovation: The results of project can be exported potentially to all the potential users



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INTEGRATED TRAINING SERVICES

1. WELCOMING AND FIRST INFORMATION

1.1. What is it?

The Welcoming and first information service represents a fundamental function in the integrated cycle of services, as it is the very first moment of contact between the user and the services-providing centre. Very often, when arriving at the facility, the user is "confused", looking for information, unaware of the features and types of offers available. This creates a system of expectations that, if not explicated and analysed, might affect the whole process and its results. It is indeed necessary to understand the users' needs (often not corresponding to the explicit request), to establish a counselling "contract", to find the path that best suits their needs.

The Welcoming service is therefore a front-office service where an expert operator helps the user to inform themselves and have a clearer picture of what to do. It functions as a filter that takes care of the customer, identifies and analyses their request and needs and considers the later redirection to other services (Orientative information, Competence assessment, Counselling advice). A proper definition of the service allows it to be placed at the beginning of a series of additional stages and in-depth examination, related to the individual needs identified during a preliminary orientation interview with the operator (screening).

1.2. Why is needed?

Objectives of the Welcoming and first information service are:

- to provide basic information about the centre's services
- to identify the nature of the person's problem and needs;
- to manage the user's redirection to other services (Orientative information, Competence assessment, Counselling advice).

1.3. How can we do it?

The methodological approach is structured to avoid an unidirectional, self-referential approach and to allow the user's active participation. The users will be at the centre of the process:

- we will help them to face and connect all the aspects of their situation:
 - attitudinal aspects
 - insertion in the job market, with respect to the frame context
 - training offer
- we will consider three kinds of variables/limits that affect their decision:
 - personal (individual traits)
 - social (family, geographic and cultural context)
 - structural or contextual (local economic context, training opportunities, employment dynamics)

Fundamental instruments for the Welcoming and first information service are:

- individual interview as a form of exchange of information: it allows the user to gather basic information about the service; and the operator to get the information needed to direct the user to the most adequate service



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- printed and multimedia informative material available for examination both in person, in the centre, and remotely, providing useful information about the centre's services.

1.4. Where?

The Welcoming service takes place:

- in an dedicated reception area: help desk available for the user during the opening times;
- in an area dedicated to in-depth welcoming interviews, where the user can go with the operator in charge.

1.5. When?

The Welcoming service can take place:

- in two different moments through:
 - 1) a first brief (even telephone) interview (5-10 minutes), conducted by an operator from a reception point (help desk, company secretary); it will be followed by a more in-depth and structured interview;
 - 2) an in-deph welcoming interview, conducted by an operator in a different spatio-temporal setting (dedicated area, 20/30 minutes long), aimed to give all the information about the service and its instruments and to redirect the user to other services: Orientative information, Competence assessment, Counselling advice;
- in just one moment through a single 20/30 minutes interview conducted by an operator in a reserved area, possibly preceded by a phone call, to give all the information about the service and its instruments and to redirect the user to other services: Orientative information, Competence assessment, Counselling advice.

1.6. Instruments

1.6.1. Welcoming form (users' version)

User's form: instrument aimed to collect some basic information about the users, in order to understand their type of request and need and, in case, to manage the redirection to other services



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WELCOMING FORM

User form

FIRST NAME: LAST NAME:

SEX: F ☐ M ☐

PLACE AND DATE OF BIRTH:

HOME ADDRESS:

DOMICILE:

TELEPHONE:

NATIONALITY:

TAX CODE:

MARITAL STATUS:

- ☐ unmarried
- ☐ married/cohabitee
- ☐ separated/divorced
- ☐ widowed

NUMBER OF CHILDREN:

First child's age:

Second child's age:

Third child's age:

OTHER DEPENDENT FAMILY MEMBERS:

EDUCATIONAL PATH

- ☐ Compulsory school:
- ☐ Professional qualification:
- ☐ High school:
- ☐ Degree:

PROFESSIONAL COURSES:



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LINGUISTIC SKILLS:

	Basic	Moderate	Good	Fluent
English				
French				
German				
Other				

UNFINISHED EDUCATIONAL-TRAINING COURSES:

SKILLS AND KNOWLEDGE ACQUIRED OUTSIDE THE EDUCATIONAL SETTING:

PRESENT WORKING SITUATION:

● EMPLOYED ☐ part-time ☐ full-time ☐ temporary contract ☐ permanent contract

☐ area of activity

● UNEMPLOYED ☐ Since:

Registered unemployed? ☐ yes ☐ no

Last job:

● NEVER PREVIOUSLY EMPLOYED ☐ How did you actively look for a job?

EXTRA-PROFESSIONAL INTERESTS AND ACTIVITIES:

How did you learn about this service?

☐ advertisement

☐ youth information centres

☐ employment centres

☐ friends, relatives, acquaintances

☐ other

[Standard disclaimer] Signature



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1.6.2 Welcoming form (operator's version)

Operator's form: classified instrument aimed to supply other operators with useful information and comments about the user

WELCOMING FORM
Operator form
Welcoming duration:
How the user presents themselves (impressions):
Communication skills:
Actual need:
Path recommended:
Motivation of the counselling/training activity:

2. ORIENTATIVE INFORMATION

2.1. What is it?

The Orientative information service wants to meet the user's need to clarify and analyse a field of personal interest for orientative purposes: the orientation request has often an explicit or implicit informative content that can be fulfilled by means of a self-access area equipped with technological and printed resources. This information is effective when the users already know their decision-making framework; otherwise, they will be directed to other services (Orientative counselling, Competence assessment). In this stage: we illustrate the aims and the working procedures of the service; analyse the user's informative request and identify the problem to be solved; provide information focused on the user's request - either directly or recommending the independent use of computer stations; assist in the consultation of the informative material.

2.2. Why is needed?

Objectives of the Orientative information service are:

- to allow the user to gather information useful for the processes of job integration, formative choice, professional development;
- to facilitate the user's inclusion in the integrated cycle of the centre's services.

2.3. How can we do it?

The Orientative information service takes place through the independent use of computer stations and/or printed materials and the guided consultation of the available resources with the help of an operator. By the definition of a self-access area we want to create an important moment in the process of information and professional advice.

The methodological approach is structured to avoid an unidirectional, self-referential approach and to allow the user's active participation. The users will be at the centre of the process:

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- we will help them to face and connect all the aspects of their situation: attitudinal aspects; insertion in the job market, with respect to the frame context; training offer;
- we will consider three kinds of variables/limits that affect their decision: personal (individual traits); social (family, geographic and cultural context); structural or contextual (local economic context, training opportunities, employment dynamics).

The informative offer operates on a self-service system: as for the operator, this implies an activity of collection, management and organisation of resources for the users, therefore the ability to acquire and transmit information in the most correct way, in accordance with the users' request.

Fundamental instruments for the Orientative information service are:

- individual interview as a form of exchange of information: it allows the user to access the basic information about the service; and the operator to get the information needed to direct the user to the most adequate service;
- informative group meetings for target users with common interests and specific needs;
- printed materials providing useful information about the centre's services;
- printed and multimedia informative materials available for examination both in person, in the centre, and remotely, providing useful information about the centre's services.

2.4. Where?

The Orientative information service takes place in an equipped area planned for the consultation of informative materials, both independently and with the help of an operator.

The self-access area must contain at least a desk with printed informative materials and a place reserved for the consultation of different resources (audiovisuals and software). We must also plan an area for the presiding operator. The informative materials will be displayed on the desk so that they will be immediately available for a specific number of users, who might thus enjoy a first moment of socialisation. This aspect should be taken into consideration and fostered in order to create opportunities of exchange of news and experiences among the users.

Another area will be destined for computerized and multimedia resources - a smaller station for at most two users. The operator's area must be such as the operator can supervise the activity and possibly help the users to properly use the available materials.

2.5. When?

The Orientative information service takes place through the organisation and the management of an area for the independent or guided consultation of the centre's services, supervised by one or more specialised operators. The service delivery usually includes:

- the support of an operator always present in an area equipped for the independent consultation
- the use of computer stations to access databases about the formative offer, online services providing useful information for the user
- informative group meetings for target users with common interests and specific needs

As regards to the access to the service, several options are feasible:

- a. self-access after a preliminary contact with the Welcoming service, with or without appointment
- b. possibility to contact the service via phone, fax and Internet, in order to collect information about the centre

As regards to the access to the information, several options are feasible:



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- a. mediated by an operator
- b. through a self-service system with an area for the consultation of printed or multimedia materials, conveniently selected and displayed
- c. via Internet

3. ORIENTATIVE COUNSELLING

3.1. What is it?

The Orientative counselling service is a process aimed to activate a change in the user's training-professional experience, according to the need to reorganise the individual-education/individual-job relations and to help solving problems associated with blocked projects.

It is a helping relationship focused on the understanding and the reorganisation of the psychosocial variables that block the individual development or an educational/professional path, so as to increase the awareness of the self and its potentiality. The Orientative counselling can indeed be useful in case of a low level of empowerment with respect to the orientative task, and when the approach to the person's global situation needs to be integrated - with all the problems implied. The assistance consists in helping the person to feel more powerful and self-confident. Self-confidence is fundamental to identify the necessary resources and the problems to solve, and to be able to actively realise the new possibility. In this process, the operator must be able to bring out the skills that the person can use to cope with their orientative problem, stimulating the activation and the organisation of the cognitive, emotional, motivational and strategic energies needed to overcome the orientative task.

3.2. Why is needed?

Objectives of the Orientative counselling are:

- to support the process of self-evaluation of the user's orientative needs
- to facilitate the analysis and the elaboration of the cognitive and psychosocial variables
- to carry out actions of motivational reinforcement and of empowerment
- to help the users to recognise and understand more clearly their project
- to foster a learning process leading to the solution of the cognitive and emotional limits to the person's growth.

3.3. How can we do it?

The theoretic-methodological approach of the Orientative counselling derives from the concept of a non-directive interview or person-focused interview. The counselling is an helping relationship that puts the person at the centre of the communication process. The users who need help have a leading role in the counselling path: they are actively engaged and stimulated to personally take charge of their own problem. The choice of a non-directive communication approach (even if the Counselling path has a structured scheme) helps the users to self-understand, self-determinate and improve their own skills. For this purpose, the advisor's reformulation is fundamental: it helps the clarification, allows the operator to properly understand the interlocutor's message and



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encourages the users to examine their training and professional experience, giving a different point of view that could highlight thus far underestimated elements and events.

The interview is a fundamental instrument of the Orientative counselling, as it conveys the helping and clarifying relationship led by the operator.

The interview is semi-directed and based on a scheme that allows to structure the relationship, though leaving the user with a broad margin of freedom.

The interview is supported by charts, descriptive maps, biographical itineraries for the reconstruction and the analysis of the personal and professional history, interests and motivations.

Among the instruments, there are also computer devices for collecting information in a different way and doing self-evaluation.

3.4. Where?

The Orientative counselling service takes place in a cozy and quiet area that protects the privacy of the users, makes them feel at ease and allows the operator to work without being bothered.

3.5. When?

The Orientative counselling includes a cycle of long/medium duration interviews.

The duration of the path is set during the first interview and changes according to the user's problems.

The user can access the Orientative counselling service by appointment after a redirection in accord with other services (Welcoming and/or Orientative information).

The Counselling path is structured in four parts:

- 1) Introduction: a first interview (1 hour long) aimed to understand the users' request for help, to explore their expectations, to define a collaboration pact between the operator and the user, in order to clarify the type of path, the objectives and the operating methods, the user's and the operator's role and commitments
- 2) Reconstruction of the training and professional experience: an interview (1 hour long) aimed to reconstruct and analyse the user's training and professional experience
- 3) Self-exploration of personal resources: two/three interviews (1 hour long) aimed to assess the personal resources to be invested in the training path
- 4) Return: an interview (1 hour long) aimed to help the users to develop their own personal project and action plan

3.6. Instruments

3.6.1. Form for the evaluation of orientative needs

Duration: 20 minutes



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When: first interview

How: - independent filling - grid for the advisor

Material: paper and pen

The form is prepared to be independently filled, but it can be used by the operator as a grid to know what the customer expects from the Orientative counselling.

The instrument is aimed to define the roles and the customer-advisor relationship. This form is used during the first interview. The reflection upon the customer's expectations and the relationship between the subjects of the counselling session allows to define a personalised path and to stipulate the working agreement between the customer and the advisor.

The form allows to analyse the customers' expectations for both their role and the operator's role. It makes the customers think about the user-operator counselling relationship; it is useful to help the customers to examine in depth the path that they are going to take. During the first counselling session, it is fundamental to define the roles of the two subjects of the process, in order to avoid misunderstandings or unrealistic expectations. A clear definition of the roles is important to prevent the confusion between the advisor's role and others' roles (e.g. the psychologist's or the social worker's ones), or between the orientative action and different kinds of action. This sort of information helps to evaluate if the orientative counselling is the most adequate answer to the customer's personal and professional needs and objectives. In case of a difficulty in defining each other's roles, it is convenient that the advisor and the user reflect upon the adequacy of this kind of action with respect to the person's needs.

In this phase, it is important that the advisor:

- helps the users to build an adequate representation of their orientative path, with respect to different kinds of actions and settings
- highlights the active role and the responsibility that the users should take for their own professional growth and for the success of the orientative action.

The form can be divided into three parts:

- a first part in which the customers explain their expectations for their relationship with the advisor
- a second part in which the adequacy of these expectations is analysed and evaluated
- at last, the definition of the roles before the stipulation of the agreement

WHICH ROLE WE ARE PLAYING
Describe your expectations for your orientation advisor during the activity that you will carry out together
Describe what, in your opinion, are the orientation advisor's expectations for you during the activity that you will carry out together

3.6.2. Form for the identification of previous training and working experiences

Objectives: to reconstruct the training path in order to analyse and evaluate the usability of the acquired skills



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Contents: reconstruction of previous training experiences

How: - form 1: independent filling; - forms 2 and 3: analysis grid

The instrument is divided into three forms: the first one is prepared to be independently filled and is an outline to stimulate the customers to chronologically reconstruct their educational and training experience; forms 2 and 3 are analysis grids to be discussed during the later interview with the advisor.

The instrument aims to reconstruct and reread the user's training experiences that took place in different institutional learning contexts - e.g. school, university, training courses - in order to encourage the customer to identify the acquired knowledge and skills and to evaluate their professional usability.

It is an instrument of description and self-evaluation, aimed to increase the users' ability to analyse and describe their experience. The customer is helped to identify the acquired skills that could be important (in terms of opportunities and limits) when elaborating their own project. Indeed, in the reconstruction of the educational and training path, it is important that the advisor encourages the customers to reflect upon both their positive and negative experiences: the former can be a resource to be regained and spent on the professional project; the latter (often related to unfinished paths) can be either a limitation or a resource, depending on whether or not the customers have learned from their failures. It is very important that the advisor identifies any possible difficulty that may limit the user's future choices.

The advisor's task is then to encourage the users to reflect and to identify their skills. This will facilitate the formulation of an action plan.

In this phase, it is also convenient that the operator encourages the customers to gather the documents and the certificates of all their educational and training experiences (even of those regarded as unimportant), as they will represent significant material for the competency assessment. This procedure often turns out to be difficult, as the person tends to neglect those training experiences considered as trivial or that were not spent on their professional path (especially with regards to short-term courses with no certification and to free time activities).

The instrument is divided into three parts:

- in the first, the user is asked to specify their educational and training path and when these experiences took place
- in the second, the users is asked to identify and analyse the acquired knowledge and skills
- in the third, the user is asked to evaluate in terms of usefulness and usability the identified skills

This instrument is very important, as it allows to evaluate the portability of learning: the user is encouraged to reflect upon the competences acquired during their educative and training experiences and to identify what could be useful in the future.

The purpose is:

- to encourage the user to reflect upon their competences in view of the draft of an action plan
- to gather information useful for the description of the user's competences

For the operator, the reconstruction of the educational and training path has the purpose of:

- checking the coherence between the user's formative and the professional paths. In case of incoherence, it could be useful to examine the reasons for their lifestyle choices and to understand whether or not the user would make again the same decisions



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- collecting the documents and the certificates of all the educational and training experiences. This procedure often turns out to be difficult, especially with regards to short-term courses with no certification and to free time activities

- determine how the user experienced their educational path, in order to understand if their knowledge needs are real or if they are just a way to postpone decisions on their professional future

Name Date

Educational path

Description of a working event/situation where the knowledge/acquired skill has been used

Training path

Description of a working event/situation where the knowledge/acquired skill has been used

My professional history (version for employed people)

What life events led to the present situation?

What have been the most important moments in your professional life?

How do you experience your professional situation today (satisfactions, discomforts, hopes...)?

What do you expect for the future?



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My professional history (version for unemployed people)
What life events led to the present situation?
What have been the most important moments in your professional life?
How did you experience the loss of your job?
What have you done since you became unemployed? How did you get organised? How do you spend your day?

3.6.3. Form for the evaluation of the personal resources to invest in the personal project of development

Objectives: to identify stimulating and constraining values and check their coherence with the professional project

Contents: identification of values and representations related to work

How: independently filled form later examined with the advisor

The form is prepared to be independently filled, in order to encourage the user to identify the most important aspects and values related to work. It is a questionnaire that the users fill in on their own, at home or during the interview, and that is later discussed and examined with the advisor. When delivering the questionnaire, it is important that the operator describes its objectives and explains the kind of reflection that the user is expected to individually develop. The instrument is an outline to explore a field (the values related to work) that completes the self-knowledge in a wider perspective.

This instrument helps the customer to understand some contradictions and to keep them in mind in view of their future choices: it allows to identify the person's dispositions that may influence their possible choices. This is useful for the user: to evaluate their own expectations about work; to become aware of the limitations and contradictions related to their professional project. The instrument is then aimed to check the coherence and possible contradictions in the previously reconstructed training and professional experience and in the hypothesized projects. Underestimating these aspects could compromise the formulation of realistic and feasible projects.

The instruments includes 14 items regarding commonly acknowledged values related to work. For each of them, the user is asked to evaluate and state their importance - a little, quite, very, extremely.

The questionnaire items can be clustered into three classes of values:

- extrinsic values: availability of free time, flexibility of time, stability of work, earnings, social prestige



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- concomitant values: physical and human environment, leadership, social utility
- intrinsic values: non-repetitiveness and creativity of work, independence, professionalism

Within the Orientative counselling process, the analysis of values is a very important phase in order to formulate a realistic and feasible project: values not only give a meaning to life, but are also a powerful motivating force.

What I expect from work				
Name _____ Date _____				
Several researches have underlined some values related to work, such as those listed below. Evaluate their importance, identifying those which most correspond to what you expect from work				
	A little	Quite	Very	Extremely
1) PHYSICAL ENVIRONMENT: absence of harmful factors, physical exertion, risks, other				
2) HUMAN ENVIRONMENT: good relationships with the colleagues, collaborative environment, other				
3) AVAILABILITY OF FREE TIME				
4) FLEXIBILITY OF TIME				
5) STABILITY (NON PRECARIOUSNESS) OF WORK: no risk of dismissal				
6) CREATIVITY: possibility of inventing, creating, elaborating...				
7) NON-REPETITIVENESS: possibility of doing different, extra-routine things				
8) INDEPENDENCE: decisional autonomy, self-management, non-subordination				
9) LEADERSHIP: managerial power, possibility of planning an organisation				
10) PROFESSIONALISM: appreciation of knowledge, skills, attitudes				



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11) EARNINGS: high remuneration				
12) SOCIAL PRESTIGE: socially highly regarded work				
13) SOCIAL UTILITY: socially useful work				
14) Other				
Try to identify the connections and the possible contradictions between your values and your professional priorities. Think of the contexts in which your values and professional priorities could fit in well.				
With respect to the values that you regard as more important, try to sum up what you expect/want from your working experience.				
Specify your limits (what you can't) and your rejections (what you don't want) with respect to a working experience.				

Questionnaire of self-evaluation of coping methods

Objectives: to analyse and evaluate the style of coping

Contents: self-evaluation questionnaire about the style of coping

How: independently filled form examined together with the advisor

The form, prepared to be independently filled, is aimed to identify and analyse the coping strategies that the user apply to face problematic situations.

It is a self-evaluation questionnaire that the customer fill on their own, at home or during the interview; its results will be discussed and analysed together with the advisor. When delivering the questionnaire, it is very important that the operator describes its objectives, underlines its self-evaluative (rather than psycho-diagnostic) nature and clarifies the kind of reflection that the user is expected to individually develop.

The concept of coping refers to the set of cognitive and behavioral strategies that a person uses to manage a critical (not necessarily negative) situation involving a temporary reorganisation of their psycho-social variables. In stressful situations, the habitual strategies may not be adequate, and the person has to activate specific behaviours aimed to cope with and solve the critical situation. These behaviours or styles of coping include both what the individual actually does to face a difficult situation and the way they emotionally adapt to that situation. In the first case, we speak of active coping, in the second case of passive coping. The coping process can be divided into two different and opposite parts: the management of problems and the management of emotions. The



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first is the attempt to get rid of the problem; the second is the attempt to get rid of the suffering caused by the problem. An effective coping includes both the solution of the problem and the management of stress.

The form is made up of 12 statements regarding different ways of thinking and behaving in specific situations. Statements 1, 5, 7, 9, 11 and 12 refer to the ways of seeking help; 2, 3, 5, 6, 8 and 10 refer to the ability to engage in solving a problem. For each of these statements, the customer is asked to state how frequently they carry out the specified behaviours: always, often, sometimes, rarely, never. A score is assigned to each answer: 4 = always; 3 = often; 2 = sometimes; 1 = rarely; 0 = never. The total score (the sum of the scores of all the answers) indicates the person's dominant style of coping with respect to two general ways of coping: the need to seek social support and the ability to engage in solving problems.

The instrument aims to help the person to identify and analyse in a critical way their own style of coping and to evaluate its effectiveness.

We try to make the person aware of possible "constants", i.e. of repeated reactions that might reveal a well-established style of coping (the person who always tends to get discouraged/depressed and then reacts in a self-referential, sometimes also self-destructive, way; the person who always reacts with anger, taking it out on someone/something else in a way that destruct other people).

During the analysis, the reflection can be about both the dominant style and its effects on the person's working life and professional choices, and the relation between the style of coping and some aspects of identity, especially self-esteem and self-awareness. Pertinent researches seem to prove the existence of a positive correlation between styles of coping and magnitude of self-esteem and self-awareness; in particular, functional strategies (tending to directly deal with problems and to seek social support) are connected to higher levels of self-awareness.

Name: Date:

The following statements refer to different ways of thinking and behaving in some situations. Tick the option you agree with most, using the scale suggested below.

	Never	Rarely	Sometimes	Often	Always
1) When I have a problem, I ask others for help					
2) Before making a decision, I collect all the possible information					
3) When I have a problem, I try to consider all the different ways to solve it					
4) I try to carefully analyse any problem I encounter					

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The term "empowerment" comes from the verb "to empower", that refers both to the process of achieving a result and to the result itself, i.e. the person's "empowered" state. It can be thought of both as a form of inner power and representation of the subject's own abilities, and as the possession of competences and strategies adequate to cope with the person's different experiences.

The instrument includes a self-evaluation questionnaire that the customers fill on their own, at home or during the interview, and that will be discussed and analysed together with the advisor. When delivering the questionnaire, it is very important that the operator describes its objectives, underlines its self-evaluative (rather than psycho-diagnostic) nature and clarifies the kind of reflection that the user is expected to individually develop.

The instrument is made up of two forms. The first form is a questionnaire with 20 statements about different ways of judgment regarding four aspects of the self: the perception of self-efficacy; the perception of control of external events; the motivation for action; the tendency to hope.

For each aspect there are 5 items, in particular:

- 1, 5, 9, 13, 17 refer to the perception of self-efficacy;
- 3, 7, 11, 15, 19 refer to the control of external events;
- 2, 6, 10, 14, 18 refer to the motivation for action;
- 4, 8, 12, 16, 20 refer to the tendency to hope.

For each statement, the customer is asked to indicate to what extent it applies to them, using a score between 1 (not at all) and 5 (completely).

In the second form, a graph helps to visualize the subject's personal profile. The graph is made up of a circle divided into four equal parts, each of them representing a specific aspect. In every part there are four rays corresponding to the 5 items of each aspect of the self. On every ray, graduated from 1 to 5, the user has to indicate the corresponding score assigned in the questionnaire, colouring the areas up to that score. The result is a graphic representation of the customer's personal profile that allows to visualize the score achieved for each aspect of the self.

The instrument, like the other questionnaires of this section, aims to help the user to reflect in a critical way upon their level of empowerment, especially in the working context. Unlike the questionnaires regarding the locus of control and the ways of coping (focused on one aspect only), this instrument explores four different aspects of the self at the same time, facilitating their comparison and allowing an overall evaluation of the personal profile. The sense of self-efficacy (i.e. the subject's belief in their ability to take on specific tasks and to achieve effective results), the motivations for action, the source of control over inner events (referring to the ability to assume the consequences of your own choices and actions), the tendency to hope (a positive attitude towards your future and your chances to improve) are factors that affect a person's level of empowerment and self-esteem. It is therefore important that the operator, while carrying out the work of analysis with the user, keeps in mind all these variables, trying to help the person to feel more powerful and self-confident about their abilities. The inner power related to the possibility of choosing, of taking on your own development and of using at best your skills is fundamental in order to identify useful resources that the person may use to deal with their orientative problem. The action carried out by the advisor tends towards two directions: it is important to improve the person's ways of copying, in order to help them to develop more effective behavioural strategies; it is essential to improve the person's resources, in order to start a process of empowerment with respect to the assumption of their own situation and the awareness of their actual possibilities of improvement.



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The following statements refer to the level of inner power that you think you possess in the working context. Decide how much each statement describes you

1 = not at all; 2 = a little; 3 = quite; 4 = a lot; 5 = completely

	1	2	3	4	5
1) I feel capable in most situations					
2) I always find something worth engaging in					
3) I think that good results are fruits of my effort, not of chance					
4) I think that the future can have in store pleasant surprises					
5) I'm able to cope with most of the problems I encounter					
6) I often feel the urge to act					
7) I rarely think that my working life has been influenced by others					
8) When I have to face a challenge, I spontaneously think of success rather than failure					
9) I choose the right behaviour even in difficult situations					
10) I often feel the desire to test myself					
11) I don't feel like I'm a victim of the system					
12) I can foresee the positive results of the action I'm taking					
13) I have several resources I can rely on					
14) I want to endeavour					
15) I think that personal effort and skills can affect the course of events					
16) I'm basically an optimist					



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17) I've often been able to cope with difficult situations					
18) I want to dominate and control my professional choices					
19) I think that, in working contexts, personal skills are more important than chance					
20) I think that by behaving in the right way you can achieve the expected results					

3.6.4. Form for the identification of training and working development possibilities

Objectives: to compare the user's ambitions to their actual intentions about their professional future, in order to check the feasibility of their desires

Contents: analysis and evaluation of the relation between desires and intentions

How: - independently filled form, analysed with the advisor; - grid for the advisor

The instrument is aimed to analyse and compare the customers' ambitions with their real intentions about their working future. After having identified the fields and the jobs of interest and analysed the feasibility of the projects with respect to the required and already existing competences, the user is encouraged to reflect upon the relation between what they want (on the ideal level of the "how I would like it to be") and what they want for their professional future (on the volitive level of the "what I want to do"). The comparison between the ideal and the volitive levels is aimed to find a compromise in view of the definition of the professional project.

The instrument is made up of two forms that can be both independently filled by the customer and then analysed and discussed with the advisor, and used by the advisor as an outline for the interview.

The first form analyses the relation between what is desired and what is wanted. The user is asked to list three things that they desire (i.e. that they would like to be real) and three things that they want (i.e. that they consider as feasible), and then, by comparing them, to identify the differences between the two aspects and their underlying reasons. The second form fosters a reflection upon the possibility to realise the user's desires. Through four motivating questions, the user is asked to reflect upon the feasibility and the importance of the three desires expressed in the first form, and upon the efforts that they are willing to spend on them.

While defining the objectives of their professional development, the user must be helped to consider not only realistic factors, but also their own ambitions, as they represent an important motivational element for the realisation of the project itself. This instrument encourages the user to evaluate the coherence between realistic limitations and their own desires, and to find a compromise in order to define both feasible and desirable objectives.



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My professional future	
“What I desire – What I want”	
With regard to your professional future, list three things that you desire (that you would like to be real) and three things that you want (that you consider as feasible)	
I desire	I want
1)	1)
2)	2)
3)	3)
Compare the two lists. - Are they different? - If so, what kind of differences are there? What do they depend on?	
“Are my desires feasible?”	
Consider the three desires previously listed; for each of them, answer the following questions: - can I have it, do it, be it or experience it? - is it worthwhile? - will it allow me to have what I really want? - is it worth all the effort that it takes?	
Desire 1	
Desire 2	
Desire 3	
Observations	

MY PROJECT

Objectives: to elaborate the project of professional development

Contents: draft of the project of professional development

How: independently filled form, later discussed with the advisor



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This phase of the counselling process includes the draft of the project of professional development gradually defined by the customer: it represents the final stage of the path that helped the user to progressively define their professional objectives.

This instrument represents an outline that the customer can use to elaborate, in a definitive form, the project of professional development. The project is drafted individually by the customer, and later checked and possibly redefined with the advisor.

The grid in the form is meant to help the user to develop a detailed project defining:

- the professional objectives that the person wants to achieve
- the field of interest
- the desired working conditions
- the competences and resources that they already have and those that they still have to acquire
- how they think to acquire the needed competences
- possible problematic aspects in the realisation of the project and the strategies that they think to use to deal with them

The elaboration and realisation of a real project are the ideal goal of the counselling process. The achievement of this goal implies that the person is able to reach a realistic compromise among their ambitions, their competences and the opportunities offered by the context. The ability to adjust their ambitions and desires to a context of actual feasibility, reconciling the ideal with the real, is a necessary condition for the realisation of an effective personal and professional project. In this final phase (coming after the choice of the desired objectives considered as realistic), it may be useful for the person to review the stages of their path, comparing the present project with the early hypothesis, in order to be aware of their evolution.

While developing their professional project with the advisor, it is important that the users keep in mind any possible limitations and difficulties (identified during the analysis of their professional experiences and resources) that they may encounter along the way. Focusing on these aspects already in the planning phase helps the person to develop effective strategies of coping in case of possible critical situations - also considering those used in the past, successfully or not.



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My professional objectives			
The steps to achieve them			
Which steps		Timing	
Try to describe the professional role of a _____ by filling in the following table			
Where can they work?	What do they do?	How much can they earn?	What are their career opportunities?
What are their skills?	What expertise do they need?	Who do they interact with?	What instruments do they use?

AN APPLICATION OF THE ORIENTATIVE COUNSELLING: THE CAREER COUNSELLING

What is career counselling?

Orientative counselling is a personalized process that combines both intuitive and cognitive techniques to help you understand yourself, explore career options, and clarify and attain desired career/lifestyle goals. The processes of career counselling offer insight, guidance and support to help you understand and manage varied career and lifestyle issues. Orientative counselling and guidance generally involves face-to-face interaction, and/or interaction through other mediums like telephone, letters, or Internet. However, most important of all is the one-to-one interaction between the career counsellor and the client. A career counsellor deals with people who are making career decisions and choices or coping with changes like- choice of subjects, career changes, and redundancy. The matter of career decision, and a student's direction and progress towards professional goals often play a crucial role in the development of individual identity and purpose, as well as positive self-esteem and interpersonal functioning.

The Aim

Providing accurate, current and relevant information pertaining to the personality and qualifications of the individual is crucial to career guidance. Your Career counsellor guides you about different career options and how one occupational field such as finance or medicine differs from another and also about the different levels (specialist, skilled or semi-skilled) of jobs within each field. Your career counsellors guide you about the range of career opportunities available with the sensitive use of alternative suggestions at the planning stage itself. So, if you find your goal of entering engineering college is unattainable, knowledge of other fields given by the career counsellor could be used to generate equally interesting opportunities.



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How is it done?

Career counsellors may want to use interest or aptitude tests in counselling interviews. This acts as a process of self-exploration and interest identification which helps in career choice and decision-making. Career counselling, thus, spans both the internal psychology of the person and the external contexts of education and employment. The career counsellor in most cases would attempt to develop a rationale for the interrelation between the two.

First Phase: Career Planning

This phase of counselling involves self-exploration:

- 1) A review of early life, past experiences and accomplishments to identify interests, abilities and skills;
- 2) Identification of current occupational interests by means of tests, inventories or exercises;
- 3) Assessment of individual traits and needs as they relate to the work environment;
- 4) Clarification and appreciation of personal values and goals as they affect career decisions.

Second Phase: Career and Educational Information

This phase of counselling involves the gathering and exploration of available information related to careers. This would involve individual and guided use of the Career Resource Library. This information would be used to develop a set of career goals and an initial 'career pursuit' plan.

Third Phase: Job Search

On successful completion of educational training comes the phase of Job searching. This phase would involve referral to and the assistance of placement or employment personnel who would focus on finding and securing a proper employment.

Benefits of Career Counselling

If you are trying to decide on your career or thinking of changing the course of your professional life, then a few well-spent moments with a proficient career counsellor might just get you started in the right direction. The career counselling process will help you develop the confidence, courage, knowledge and strategies to effectively manage your own education, career -- and life.

What makes a career a great career? Obviously, different people will give different answers. It's impossible to account for everyone's personal taste and personality traits and how they might fit into a particular career. While talking about great career *opportunities* one might consider the following points: How much do you get paid? What kind of professional development opportunities are available? How much room for innovation does a role offer? The following index is based mainly on four categories: job growth, salary potential, education level, and room for innovation and has been compiled from various reliable resources.

INTERVIEW TIPS

If you are looking for a lucrative career opportunity, you might be preparing yourself to be interviewed by various organisations. Well then, you must expect the unexpected. Gone are the days when a single interviewer asked questions that simply expanded on your resume. Today, you



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might find yourself face to face with employees you'd work with, if hired. An interviewer may hand you a sheet of paper and ask you to write down the reasons you should be offered the prospective job or you could find yourself, along with other applicants, being asked to solve a problem collectively.

Put Your Best Foot Forward

Regardless of the format, expect team interviews to be challenging. The initial exchanges with the interview team are the most difficult and decisive. At this point, you and your interviewers are evaluating each other. During those few minutes strong impressions can be formed which will last a long time. For this reason, you must realise the importance of external items and mannerisms. How you enter the room, your clothes and accessories, the way you shake hands, your facial expression, eye contact, your voice -- everything creates an impression. If you make a good first impression, strive to make it better during the meeting. As a candidate, your goal is to find out whether the company's environment matches your interests and values. Your prospective employer in his turn is trying to decide if your personality and background fit its culture and ambience.

Essential Tactics

Team interviews are more challenging than traditional one -to-one encounter. But when handled well, you can show several people at once that you have the right potential. You may not be told in advance that you'll be interviewed by a team, be prepared for this possibility. You must forge ahead with confidence and tackle each query bravely and coolly. Once your interviewers start getting impressed it will be on their faces. And you have won! Remember, your interviewers understand how formidable non-traditional interviews can be and want you to succeed.

The following tips can improve your encounters with interviewing teams

✧ Alter your answers

If you're called back for subsequent interviews after the preliminary one, you will face different interviewers. So, find ways to make the same information sound different. Don't describe the same project you managed to all the interviewers. Instead, describe a different project in each of the successive interviews.

✧ Activate your interpersonal antennae

As quickly as possible, try to read the various personality types and adjust to them.

✧ Expect to feel additional stress

You would have very little time to frame your answers unlike during traditional interviews, when the interviewer might take notes before asking another question. But with several people doing the questioning, you can't have this luxury, because while one person is taking notes, another will fire the next salvo of question.

✧ Recognise that interviewers too are human

Most understand that you're nervous and will try to make the experience as comfortable as possible. They're not interested in seeing you squirm. Their job is to determine if your talents will match with the opening.



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✧ **Practice hard**

Gather together some friends, siblings or relatives with different personalities and have them ask a series of questions without pausing in between. This should replicate an actual team-interview situation. Ask for feedback on which of your answers impressed the mock interviewers and why so.

✧ **Know what characteristics to emphasize**

List the 10 traits associated with the position you're seeking and prepare to demonstrate them during the session. Would creativity, presentation or facilitation skills be important? Ask people who are familiar with the kind of job you're seeking to create short tests that might allow you to illustrate your skills.

✧ **Ask intelligent questions, do not state the obvious**

If you've done your homework, you'll know the organization's culture and how you'll fit in. Ask questions that reflect your knowledge of that culture. But don't overdo it.

✧ **Read between the lines**

With several people asking questions consecutively, you won't have much time to prepare a response. However, if you read people well, you'll be able to respond to the concern underlying the interviewers' questions. Picking up on and responding to these issues is certain to impress an interview team. For instance, if an interviewer says, "Here at ABC we have a long tradition of teamwork," what he or she wants to know is, "How good are your teamwork skills?"

Watch out!

Sometimes what you may consider to be of little consequence may be important to the interviewer. Consider the following factors:

- Be careful about how much cologne/ perfume you wear.
- If you feel that you do have a problem with bad breath, it makes good sense to take a chew of some good quality mouth freshener before the interview. However do not keep chewing the gum/mouth freshener during the interview proceedings. This is supposed to be bad manners.
- You should dress appropriately for the type of job you are being interviewed for.
- Be punctual. It is better to arrive at the venue before time rather than being late

One word of advice: sell yourself!

Sell yourself. Learn as much as possible about the vacant position, the company, and the interviewers themselves. The more detailed information you have about the company and the position, the better prepared you are likely to be. Visit the company's website, if it has one and acquire detailed information about it.

Employers want someone who wants to work for them. Demonstrate this by:

- 2) **PREPARING QUESTIONS.** No matter how thorough the employer is in the interview, you must ask questions. This demonstrates interest and thinking ability.
- 3) **ASKING, "WHAT IS THE NEXT STEP?"** Tell the employer you were intrigued prior to the interview and are now even more.
- 4) **EMPHASIZING AREAS OF YOUR BACKGROUND.** Think of specific examples that demonstrate this.



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Be prepared with answers to the following:

Why do you wish to leave your current employer?
What do you know about this position and company? Why are you interested?
What are your short-term and long-term goals?
How do you feel about your current supervisor?
What are your strengths?
What are your weaknesses?
What are expectations regarding salary?
What information is important to you in making a decision about this job change?
What questions do you plan to ask the employer either about the job, company, or other things
Who have you learned the most from?
What was it? Why was it important?
What could be improved in your boss?
What do you like about your current boss?
How soon can you join?
What would you change here?
Are you willing to relocate? Change industries? Travel?

Listed below are the 10 most commonly asked interview questions. A well thought out answer to each of these questions, prepared and rehearsed in advance with the logical sequencing of the events will help you sail through.

1. Tell us about yourself

This is an open canvas for you, giving you an opportunity to direct and lead your interview in the direction you want. A good idea would be to structure your answer in the following three broad heads:

- ⤴ Family Background
- ⤴ Educational Background (starting from schooling to professional qualifications)
- ⤴ Achievements

In all the above subheads speak only that information which will give strength to your candidature. Avoid verbose description of yourself.

2. Why do you want to join us?

To answer this question, you need to research the company well. Here you can quote some of your personal beliefs, which are in conjunction with the values of the company or talk about specific products and services which could be of interest to you too.

In the event where your skill set is mapping with the requirement of the company, do not miss the chance to highlight the same. Specify the initiatives taken or work done to attain that skill set.

3. What would you like to do in five years' time ?

This question is asked to assess candidate's career plan and ambition for growth and to see if the company will be able to provide that opportunity over period of time. Also to assess if your personal goals are not totally off tangent with what company's objectives are. It is also to check your stability



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with the organization. It is good idea to be very realistic in your answer. If required guidance should be taken from your seniors who are already in the corporate environment.

4. Do you prefer working with others or alone?

This question is usually asked to determine whether you are a team player. Before answering, however, be sure about the requirement of job profile, that whether it requires team work or you to work alone. Then answer accordingly.

5. What are your biggest accomplishments?

You could begin your reply with: "Although I feel my biggest achievements are still ahead of me, I am proud of my sense of involvement. I would like to make my contribution as part of that team and learn a lot in the process".

It will be a good idea to close your answer with also specifying what attributes and circumstances made you succeed.

6. What are your favorite subjects?

It is a leading question giving direction to the panel members for possible areas where they can probe in further for your knowledge base and in-depth understanding. It is advisable to select the topics that you are competent in.

7. Why should we hire you?

Keep your answer short and precise. You should highlight areas from your background that relates to the need of the organization. Recap the organization's description of the job, meeting it point by point with your skills.

8. What are your hobbies?

This question is generally asked to assess whether you are "desktop" kind of a person or an "interaction orientated person". It also indicates your preference for team-oriented activities or projects with solo contributions. It enables the organization to place you accordingly after selection. Be candid in answering the questions.

9. What is the worst feedback you have ever got?

To answer this question you must admit and share your areas of improvement. Also sharing an action plan for improving oneself will indicate your ability to take criticism well. Your answer should reflect your open-mindedness.

10. What is the most difficult situation you have faced?

Here you should be ready with your real life story. The question looks for information on two fronts: How do you define difficulty and how did you handle the situation? You should be able to clearly lay down the road map for solving the problem, your ability to perform task management and maintain good interaction with your team members and other peers. It is advisable to close by highlighting the lesson learnt out of the incident.



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RESUME TIPS

A Curriculum Vitae (CV) is the mirror which gives a company complete picture of the candidate. CV is a medium to market yourself.

Most people underestimate the importance of a CV (resume). Many of us put off writing our CV until last moment and do an inadequate job. Others feel that they know it all and treat the job of writing a resume far too casually. Actually, you would be well advised to ensure that both your resume and covering letter are so well prepared that they stand out among a thousand others, not only in content but also in presentation. Any compromises at this stage and you may not be short listed for the interview.

CV-Crucial in getting an Interview

Your CV is your first communication with the perspective employer. It serves as personal advertisement for you and must therefore, be organised in such a manner so as to make it interesting, attractive, brief and informative. Whether the interview is granted or not depends to a large extent on the impression created by the CV. If you wish to be one of the few to be called for an interview, you must ensure your CV is distinct from the hundreds of other CVs of candidates who may be as experienced or as well qualified as you. Today a good 20 to 30 per cent of candidates get rejected because they have not presented their CVs well.

Moreover, your perspective employers do not have the time or the inclination to meet all the people who may be interested in an opening, that makes it more important that among the other thousands of CVs, yours must stand out; not only in contents but also by the way it is formatted.

Essential Information must be Mentioned

There are certain items which must be included in every CV. Other items may or may not be mentioned depending on whether they are relevant or not. The items which must be included are given below:

Personal Information: Name, date of birth, marital status, language known, address, telephone number.

Educational Background: Institutions attended with years, marks obtained, qualifications, achievements, computer literacy.

Employment History: Name of organisation(s), years, designation(s), responsibilities, achievements and training programme attended. Include any part time or summer employment if you do not have any full time experience.

Stick to the Basic Rules

Stick to these proven guidelines for writing a CV:

- The term "Bio-data" is out. Curriculum Vitae (CV) has replaced it.
- Do not make a mistake of beginning your CV with the title "Bio-data" especially if you are applying for the managerial position.



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- Before writing your CV sit down and think through what information you want to highlight. Include your achievements, your hobbies and interests, academic qualifications, details of your work experience (if any) and your job objectives. Don't write a final CV without including all these.
- Begin your CV with a section on personal particulars. Exclude family background.
- Write your date of birth and not your age. If your CV were to go in a databank, only to be retrieved 2 or 3 years later, it would be difficult to make an estimate of your age.
- You must give your phone number even if you do not have your own phone. Give a phone number of your friend or a relative who can pass on a message to you quickly. This is very essential as many vacancies have to be filled urgently and interviews have to be set up at a very short notice. Always mention the STD code of your town of residence if applying outside the city and remember to mention country code as well when applying abroad.
- Don't clutter your CV with irrelevant information. Mention your nationality only when applying abroad or when specifically asked to do so.
- Mention your father's occupation when applying for a position at the entry level or a junior level non-management job, or when specifically asked.
- Try and give maximum possible information in minimum space.
- You may include a job objective at the beginning. Your objective should be as specific as you can make it or it can be tailor-made to exactly correspond with the requirements of an advertisement to which you are replying.
- Make sure that the reader is quickly able to assess your accomplishments. If you have had work experience, start with your most recent experience and then the experiences that you have had with the organisations you were previously in. Your most recent experience will be the one most relevant to your new job. So mention it first and your previous experiences later.
- Similarly, start your academic background with the most recent qualification.
- Make sure that your CV is not longer than two pages. It should, at the same time, not be so short that your prospective employer does not know anything about you after going through it. It must be concise and should be informative.

Presentation

Make sure your CV looks good. Presentation is of utmost importance. You must:

- (a) Avoid spelling mistakes.
- (b) Use good quality paper.
- (c) Do not send curriculum vitae with spelling errors corrected by whitening fluid or by hand.
- (d) Use proper margins and spend time formatting it properly.
- (e) Send the printed laser outputs instead of photocopying. It may cost you more but it says a lot about you.

Don't lie even if it is a small lie. Usually such lies are about achievements, grades and marks or summer projects. The personnel departments in most companies do take pains in verifying claims.

References

You may include references at the end of your CV. These are names, addresses and phone numbers of two or three people who could vouch for your character, competence and commitment. Ideally, these should be people who have worked with you, or your college professors. Many job seekers starting out in their careers feel that important people's references will impress prospective



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employers. Nothing could be further from the truth. A big name will communicate that you are a name-dropper who gets by on his father's contacts rather than achievements. An experienced interviewer will be far more impressed with the references of people who know you professionally. In any case, your prospective employer will check with referees, so make sure you ask your referees' permission before putting their names in your CV.

Use one or at best not more than two typefaces while preparing your CV. If you are looking for visual relief and highlighting then you can use block capitals, italics, bold type, underlining, varying font sizes, or any combinations of these. Choose a font that is simple and easy to read. Do not go in for a fancy typeface. It will take away legibility of your CV.

Don't leave gaps in your CV. If you have lost some years between your +2 and graduation or after your graduation, explain the gap.

Special Tips for the Fresher

Even if you have a professional degree from a prestigious institution and are looking for a position at entry level, you need to market yourself effectively to get a plum offer. If you are not from a coveted institution your task becomes that much harder because a number of top recruiters may not even visit your campus.

Your basic task is of communicating the fact that your skills, school and college education work experience, achievements, projects and extracurricular activities - all add up to make you the right person for the job.

Don't underestimate the value of your summer jobs, and your extra curricular activities. These are opportunities to use skills related to the job. They are often more job related than the academic qualification itself. The skills that you can demonstrate through any project or extracurricular activity include leadership skills, an ability to negotiate, plan and organise. In the absence of any direct organisational experience these add real meat to your CV. In other words, they help to differentiate you from the crowd and are often the most interesting part in your CV. Be sure to include all projects that you were in either alone or as a team and anything 'extra' you did.

Let us take a look at some of these in more detail.

Summer jobs: Normally any interview will include questions on summer jobs to test whether you understand the industry, the organisation and area of relevance. You are expected to be an expert in the area directly related to your training.

Extracurricular activities: These usually demonstrate interpersonal, communication organisation liaison, coordination and leadership skills. Were you elected to various offices? Did you organise any college festival? Were you instrumental in organising symposia? Did you contribute to the college magazine? Quite often any projects or extracurricular activities, are the most interesting part of you. If these are presented and defined well these activities can be a useful marketing device to land you with the right job, at right time.

Many companies have standardised application forms on the basis of which they shortlist candidates. Typically, the application form may be required to be filled in two or three methods before the interview and would include a statement of purpose. Many a candidate has slipped up in the interview even when all was going well in the interview. It is simply because what he said during the interview was inconsistent with the application form. Therefore, we would recommend that you keep photocopies of all your completed application forms carefully, especially of the statement of purpose, till the interview.



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Group Discussions

How to Face Group Discussions

A group discussion consists of:

- Communication Skills
- Knowledge and ideas regarding a given subject
- Capability to co-ordinate and lead
- Exchange of thoughts
- Addressing the group as a whole
- Thorough preparations

Communication Skills

The first aspect is one's power of expression. In a group discussion, a candidate has to talk effectively so that he is able to convince others. For convincing, one has to speak forcefully and at the same time create an impact by his knowledge of the subject. A candidate who is successful in holding the attention of the audience creates a positive impact.

It is necessary that you should be precise and clear. As a rule evaluators do not look for the wordage produced. Your knowledge on a given subject, your precision and clarity of thought are the things that are evaluated. Irrelevant talks lead you nowhere. You should speak as much as necessary, neither more nor less. Group discussions are not debating stages.

Ability to listen is also what evaluators judge. They look for your ability to react on what other participants say. Hence, it is necessary that you listen carefully to others and then react or proceed to add some more points. Your behavior in the group is also put to test to judge whether you are a loner or can work in a group.

You should be able to convey your thoughts satisfactorily and convincingly before a group of people. Confidence and level headedness in doing so is necessary. These add value to your presentation. In case you are not good at it, you might gain by joining an institute that offers specialized courses in public speaking. For instance, British Council Division's English Language Teaching Centre offers a wide range of courses like conversation skills, business communication skills, business writing, negotiation skills and presentation skills. Mostly people attend these courses to improve their communication skills. Students here are involved in activities which use communication skills and teachers provide inputs, monitor and facilitate the classes. The course at the Centre makes you confident enough to speak before people without any nervousness.

Knowledge and Ideas Regarding a Given Subject

Knowledge of the subject under discussion and clarity of ideas are important. Knowledge comes from consistent reading on various topics ranging from science and technology to politics. In-depth knowledge makes one confident and enthusiastic and this in turn, makes one sound convincing and confident.



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Leadership and Coordinating Capabilities

The basic aim of a group discussion is to judge a candidate's leadership qualities. The examiner withdraws and becomes a silent spectator once the discussion starts. A candidate should display tactfulness, skill, understanding and knowledge on varied topics, enterprise, forcefulness and other leadership qualities to motivate and influence other candidates who may be almost equally competent.

Exchange of Thoughts

A group discussion is an exchange of thoughts and ideas among members of a group. These discussions are held for selecting personnel in organisations where there is a high level of competition. The number of participants in a group can vary between 8 and 15. Mostly a topic or a situation is given to group members who have to discuss it within 10 to 20 minutes.

The purpose is to get an idea about candidates in a short time and make assessments about their skills, which normally cannot be evaluated in an interview. These skills may be team membership, leadership skills, listening and articulation skills.

A note is made of your contributions to the discussion, comprehension of the main idea, the rapport you strike, patience, assertion, accommodation, amenability, etc. Body language and eye contact too are important points which are to be considered. .

Addressing the Group as a Whole

In a group discussion it is not necessary to address anyone by name. Even otherwise you may not know everyone's names. It better to address the group as a whole.

Address the person farthest from you. If he can hear you everyone else too can. Needless to add, as for the interview, attend the group discussion in formal dress. The language used should also be formal, not the language used in normal conversations. For instance, words and phrases like "yar", "chalta hai", "CP", "I dunno", etc. are out. This is not to say you should use a high sounding, pedantic language. Avoiding both, just use formal, plain and simple language. Hinglish, (mixture of Hindi and English) should be discarded.

Confidence and coolness while presenting your viewpoint are of help. See that you do not keep repeating a point. Do not use more words than necessary. Do not be superfluous. Try to be specific. Do not exaggerate.

Thorough Preparation

Start making preparations for interview and group discussions right away, without waiting till the eleventh hour, this is, if and when called for them. Then the time left may not be adequate. It is important to concentrate on subject knowledge and general awareness. Hence, the prime need for thorough preparation. Remember, the competition is very tough. Only 460 candidates make it to the final list from 2.75 lakh civil service aspirants each year.

It may so happen that you are called for interviews and group discussions from three or four organizations but are not selected by any. The reason obviously lies in your not being well-prepared.



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In a group discussion you may be given a topic and asked to express your views on it. Or in a case study GD, students have to read a case study and suggest ways of tackling the problem. For this you should have a good general knowledge, need to be abreast with current affairs, should regularly read newspapers and magazines. Your group behaviour and communication skills are on test, i.e. how you convince the others and how clearly you are able to express your points of view. You should be articulate, generate ideas, not sound boring, should allow others to speak, and adopt a stand on a given subject. During the course of the GD this stand can even be changed, giving the impression that you are open to accommodate others' viewpoints.

Additional marks may be given for starting or concluding the discussion.

Points to Remember

1. Knowledge is strength. A candidate with good reading habits has more chances of success. In other words, sound knowledge on different topics like politics, finance, economy, science and technology is helpful.
2. Power to convince effectively is another quality that makes you stand out among others.
3. Clarity in speech and expression is yet another essential quality.
4. If you are not sure about the topic of discussion, it is better not to initiate. Lack of knowledge or wrong approach creates a bad impression. Instead, you might adopt the wait and watch attitude. Listen attentively to others, may be you would be able to come up with a point or two later.
5. A GD is a formal occasion where slang is to be avoided.
6. A GD is not a debating stage. Participants should confine themselves to expressing their viewpoints. In the second part of the discussion candidates can exercise their choice in agreeing, disagreeing or remaining neutral.
7. Language use should be simple, direct and straight forward.
8. Don't interrupt a speaker when the session is on. Try to score by increasing your size, not by cutting others short.
9. Maintain rapport with fellow participants. Eye contact plays a major role. Non-verbal gestures, such as listening intently or nodding while appreciating someone's viewpoint speak of you positively.
10. Communicate with each and every candidate present. While speaking don't keep looking at a single member. Address the entire group in such a way that everyone feels you are speaking to him or her.

Mantras for Success

In an era of stiff competition, success can only be achieved if one makes the right kind of endeavour at the right time and in the right direction.

The Following are the seven mantras for success :

1. Communication Skills.

Most of what goes on as business in an organisation is, in fact, communication. Anything that is not communication is probably dependent on something to initiate communication or keep it going. This is why one needs to master the art of communication both verbal as well as written.

2. Influencing Abilities.



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This is more of a leadership trait. It includes persuading and negotiating skills. Persuasion means convincing and encouraging people to do, as against being pushy and aggressive. It is a very powerful tool, especially in conflicting situations both in your professional as well as personal life.

3. Managing Skills.

In layman's words this term means getting things done. But from the career perspective it means managing things, people and of course, managing yourself, that is , your time, resources and money. To be able to achieve success one needs to prepare and train himself/ herself in the art of effective management.

4. Problem Solving.

It means knowing how to recognize and define problems, implement solutions and track and evaluate results. Effective problem solving skills will help to become the backbone of any team, which in turn will help in career prospects.

5. Creative Thinking.

It is said that intelligence is central to both the right and left modes of the brain. But the majority of people give more importance only to the logical approach in problem solving. What is really required is a blend of logical and lateral thinking processes together to generate new ideas and solutions, seeing things in the 'round' and having an open mind.

6. Social Skills.

It means one's ability to relate to people, having insights, helping others and facilitating. Interdependence today is of greater value than independence. Thus it becomes that much more important for you to take a genuine interest in people with whom you work and spent time, emotion and money on them.

7. Managing Money.

If in spite of possessing all the above mentioned skills you fail to achieve success it may be because you are poor in the number game ! You must have your figures, statistics and accounts in place. You must be shrewd in the money matters. As an old saying goes, " Money begets Money.

4. BALANCE OF COMPETENCES

4.1. What is it?

The balance of competences is an orientative instrument aimed to help the user to acquire self-awareness by identifying and evaluating their own abilities and competences. In this perspective, the user is not only the object of the balance (i.e. the individual with all their traits), but also its subject - the maker of their own personal and professional development.

This activity focuses especially on the identification and on the portability or usability of competences acquired during the person's working experiences. Its specific function is then to promote the reconstruction, the appreciation and the verification of the implicit competence developed through personal and working experiences, in order to turn it into an actually usable and portable resource.

4.2. Why is needed?

Objectives of the balance of competences are:

- to analyse and evaluate the user's professional acquisitions and the competences developed through training, professional and extra-professional experiences



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- to identify their potentialities and increase their level of self-esteem
- to strengthen the personal and professional identity
- to support the will to change, develop or professional reconversion
- to build a set of competences
- to follow and support the user in the construction of a coherent and realistic project of professional development

4.3. How can we do it?

The theoretic-methodological approach of the Balance of competences derives from the concept of a non-directive interview or person-focused interview. The Balance of competence puts the person at the centre of the communication activity, giving them an active role in the process. This approach implies the active participation of the subject in the reconstruction, reappropriation and appreciation of their competences; in the phase of exploration of the person's resources, the approach is mostly self-evaluative. Even though it uses a non-directive type of communication (like the interview), the Balance is a structured instrument: it is not a simple interview (or a series of interviews). Indeed, specific instruments are used - such as self-evaluation forms and questionnaires, analysis of past experiences, autobiographical itineraries, tests etc..

A fundamental instrument of the Balance of competences is the interview, that conveys the helping and clarifying action carried out by the operator. The individual interview allows a continuous elaboration and an ongoing test of the user's needs and contents. The interview is usually supported by self-evaluative instruments (concerning interests, knowledge, abilities...), forms, descriptive maps, autobiographical itineraries - aimed to gather, elaborate and organise relevant information about the user (history, competences, personal resources, professional interests etc.), to reconstruct their training and working experiences, to define their project of professional development. Psycho-diagnostic instruments can be used as well, to increase self-knowledge or to evaluate specific psychological variables (e.g. aptitude tests).

Among the available instruments, computer materials and programs allow to gather information in a new way and to perform self-evaluations.

4.4. Where?

The Balance of competences service takes place in a cozy and quiet area that protects the privacy of the users, makes them feeling at ease and allows the operator to work without being bothered.

4.5. When?

The user can access the Orientative counselling service by appointment in accord with other services (Welcoming and/or Orientative information). The Balance path is structured in three parts:

- 1) Introduction - Usually this preliminary phase includes: a first interview (1 hour long), aimed to explore the customer's expectations and needs and to define a "counselling contract" clarifying the kind of path, the objectives, the working modalities, the user's and the operator's responsibilities
- 2) Dynamic of the balance - In the investigation phase, it usually includes: two/three interviews (1-1,5 hour long) aimed to analyse the customer's training and working history, facilitating the reconstruction of the competences acquired through their training, professional and extra-professional experiences
- 3) Return and backing - One/two interviews (1-1,5 hour long) aimed to draft a dossier (absolute ownership of the person) describing all the competences owned by the customer and to develop a realistic personal project and action plan



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These three phases can be followed by a fourth stage, the so-called *suivi* or backing phase: six months after the balance of competences, the user can ask for a meeting to check or improve their project.

4.6. Instruments

4.6.1. Form for the welcoming service

Objectives: to clarify and define the objectives of the balance

Contents: analysis of the customer's expectations

How: - independently filled form; - grid for the advisor

The instrument is prepared to be independently filled, but usually it is used by the operator as a grid to guide the interview in order to find out the customer's expectations. It is aimed to define and clarify the objectives and the results that the users want to pursue through the balance activity.

The instrument is made up of one form, used during the first interview. The user is asked to explain, either in writing or orally (depending on the modality chosen by the advisor), the objectives that they want to pursue through the balance activity and the actual results that they expect to achieve at the end of the path.

The instrument allows on the one hand to reflect upon the coherence between the customer's expectations and the purpose of the balance activity; on the other, to identify the user's preeminent objectives.

This activity allows to examine both the ideal and the real and to clarify the customer's expectations, these being more or less achievable. If the user's objectives turn out to be unfeasible or inconsistent with the purposes of the balance activity, it is necessary that the operator explains to the user these purposes, so that they can be redefined according to what is realistically pursuable through the balance activity. If this is not possible, the operator will suggest a different path or redirect the user to other services.

Knowing the customer's expectations is then useful:

- to ascertain if the user's expectations and desired objectives are really pursuable and, if they are not, to redefine them according to the purposes of the balance activity
- to determine if the balance path is the most adequate answer to the customer's personal and professional needs and objectives
- to guide the balance activity according to the customer's needs

A clear description of the purposes of the balance, the assurance that the gathered information will be used only by the beneficiary, the verification that the user voluntarily undertakes the balance activity and the explanations provided about the different steps of the balance give an active role to the person from the very beginning and offer guarantees about the prospects and the consequences of the process. In this phase, it is important that the advisor explains the characteristics of the balance in relation to the person's expectations, pointing out any possible inconsistencies or unrealistic anticipations in a perspective of actual coherence between the user's objectives and the contents of the action, and stressing the fact that the objectives defined in this phase represent a working agreement engaging both the customer and the advisor. Yet, at the same time, it is important to point out that these objectives can be redefined in progress, according to emergent new needs and to the customer's project of professional development.



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From the balance of competences I expect...
Describe the objectives that you want to pursue through the balance activity and the actual results that you expect to achieve at the end of the path
What role we are playing
Describe your expectations for your balance advisor during the activity that you will carry out together
Describe what, in your opinion, your advisor expects for you during the activity that you will carry out together
Project hypothesis
Try to identify what you would like to do in your working and professional life. Describe anything that comes to mind, including activities that may seem unclear or undefined; going on, these hypothesis might change or become clearer and more defined
A central idea
Try to identify a problem, an idea, a need, a question that is important to you in this moment. This idea could represent the focus of our reflections during the balance path, and a guide for the activities of analysis and exploration
Focuses of attention
Try to list some questions to consider in the balance activity. This list can be enriched, modified or reviewed during the path: the aim is to define some focuses of attention, rather than find immediate answers

4.6.2. Form for the identification of the professional history

Objectives: to examine the important steps of the customer's professional history, their present situation and their future perspectives

Contents: account of the user's professional history, of the most important steps and events

How: form independently filled at home

The instrument is available in two versions:



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- for employees
- for unemployed people

The form is prepared to be independently filled, in order to encourage the customers to revisit those steps and events of their professional life that brought to the present working situation.

The form "My professional history" allows the operator to gather some information about the customer's family and social-economic context, useful to outline the problems related to the working situation within a wider reference frame.

The attention is focused on the user's personal and working transitions (e.g. choosing a course of study, getting married, having a child, losing a job, moving to another city...) that required important decisions. Transitional situations are psychologically stressful, require decisional processes and might lead to role crisis. The form helps the users to explicate their strategies of coping with stressful situations. Indeed, the way the user dealt with these circumstances allows to carry out an important preliminary reflection upon behaviours and strategies used to face difficult and worrisome situations.

Both the forms are made up of four questions: the version for employees examines the most important events and steps of the professional life, the present working condition, the ideas about the future; the version for unemployed people examines the most important events and steps of the professional life, the circumstances related to the loss of the job, the present condition of unemployment.

My professional life (for employees)
- What life events led to the present situation?
- What have been the most important steps of your professional life?
- How do you experience your present working condition (satisfactions, discomforts, hopes...)?
- What do you expect for the future?

My professional life (for unemployed people)
- What life events led to the present situation?
- What have been the most important steps of your professional life?
- How did you experience the loss of your job?



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- What have you done since you became unemployed? How did you get organised? How do you spend your day?

MEMORY EXERCISE

Objectives: to reconstruct, through an autobiographical approach, the most important steps and events of the professional history

Contents: reconstruction of the professional history through the user's memories across the years

How: form independently filled at home

The form is prepared to be independently filled, in order to encourage the customer to revisit and organise the emotionally significant moments of their professional path.

In the form there is a Cartesian graph: the user is asked to mark on the vertical axis the years of their professional life and on the horizontal axis the related professional memories (discoveries, turning points, role models, dreams and expectations). The form encourages the user to chronologically reconstruct their professional history by recalling and narrating their memories of it. The reconstruction moves from a narrative approach where remembering has an essential role. Memories need to be organised according to the important moments and encounters of life - not in a chronological order. This instrument of reconstruction of the working experience weaves different levels of memory: the chronological level, pertaining to the past; the connotative level, where the events are connected to facts, persons, things, activities; the emotional level, where the events are connected to sentiments, feelings, dreams, expectations, values.

The users often undergo difficulty in arranging the different moments of their working life within a wider and comprehensive frame. The use of this instrument helps to compose the plot of the person's history starting from scattered memories, putting together into a consistent, meaningful scheme the facts, feelings, images, dreams, values and ideals that guided the user's path and the desires that marked their professional life. This process allows the customer to narrate the emotional moments related to their experience and to reflect, together with the advisor, upon the meanings and the causal links among those events. Therefore, this approach connects values, cognitive and emotional elements.

The filling of the form requires that the user has enough time to think, recollect, organise their ideas: it is useful that this individual task is done at home and then discussed and analysed with the operator during a later interview.

While analysing the paper, it is important that the operator underlines on the one hand the links among the discoveries, the turning points and the dreams that mark the customer's professional life; on the other hand, the continuity and the temporal development of every single element. Moreover, it is essential to identify and distinguish both the most important events and moments that caused decisions and changes in the professional path, and the ideals, myths, role models, dreams and expectations that marked those years.

Years

Memories



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Chronologically revisit your professional life, trying to put your memories in order. Mark on the vertical axis the years and on the horizontal axis the professional memories, such as discoveries, turning points, role models, dreams and expectations.

FROM THE NEST TO THE BUSINESS

Objectives: to reconstruct the steps and the transitions in the customer's history

Contents: graphical representation of the user's history through the metaphor of the nest

How: form independently filled at home

The form is prepared to be independently filled, in order to encourage the customer to revisit the transitions in their personal path.

This instrument does not require writing, and it can be useful for people with difficulties in producing written texts.

The form represents the image of the family (a metaphor for the nest) and that of home (the business, the working experience). The two images are placed diametrically opposite each other, so that the user can draw on the paper the steps that led them to the business/work.

The form allows a graphical representation of the user's personal and professional path by means of the metaphor of the departure from the nest, that may assume different meanings (leaving the family, reaching the legal age, getting married, first job, first wage, enrollment to university, high-school diploma, degree...).

The form is aimed to reconstruct the user's personal and professional path through the description of important events considered as turning points in their life. These are important moments to the person: they might have caused changes, or be remembered as steps of development; they are personal achievements that gave satisfaction, a sense of victory and of freedom.

While analysing the paper, it is important that the operator underlines on the one hand the most important events that caused changes and breaks in the professional path, examining their meaning for the customer; on the other hand, the elements of continuity that represent the leitmotiv of the user's professional history.

The instrument is made up of two forms: the first must be independently filled by the user; the second, "Comparing", offers some ideas and in-depth questions useful to the analysis of the paper. The latter can be used by the operator as an outline to guide the interview and help the customer to compare the events of their professional development to those of their personal life.



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Draw the path that led you from your family to your present working situation, specifying events, dates, places and persons that marked your life.

Comparing (in-depth analysis)

Compare the events of your professional development to those of your personal life. What do you notice? Write your observations below.

1) Do you see any relations among those events? If so, which ones? If not, why?

2) Does one of these worlds affect the other? Which one? How much?

3) What determines your evolution? Other people? A personal growth or reflection? The environment?

4) In the two paths are there more obstacles, pleasures or successes?

5) Are your changes usually for the better or for the worse? Or are they mostly without significant consequences?

6) Do you notice any periodicity, any rhythm in the dates? If so, which ones?

7) Your worst moments are usually connected to...

8) Your best moments are usually connected to...



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THE SPIRAL OF PROFESSIONAL LIFE

Objectives: to graphically reconstruct the user's professional path and the main steps from the first working experience

Contents: graphical representation of the most important working stages

How: independent filling at home

The form is prepared to be independently filled, in order to encourage the customer to chronologically retrace their professional career.

It allows to represent the professional path through a graphic symbol: the spiral. The spiral is a symbol of activity, of an upward and expansive motion. Regardless of the direction of the movement (inner or outer), it turns around an axis or centre that symbolically represents the beginning of the user's professional history. The customers put in the spiral their most important working steps: the centre of the spiral represents the first working experience, or the first important professional experience; the far end represents the present situation.

The instrument is aimed to illustrate and narrate the steps of the user's professional life and to reconstruct the different jobs they did, starting from an important experience that represents the beginning of the working path. This representation allows the customer to narrate their experience by means of symbolic elements and to reflect upon the meanings and the causal links among the events of their narrative plot.

The reconstruction of the professional history moves from a narrative approach and allows the user to review their professional experience in an overall perspective.

Put in the spiral the most important professional moments: starting from the far end of the spiral (representing the present), go on towards the centre (representing the first working experience).

4.6.3 Form for the identification of training experiences

Objectives: to reconstruct the training path in order to analyse and evaluate the usability of the acquired competences

Contents: reconstruction of training experiences

How: - form 1: independent filling; - forms 2-3: analysis grid

The instrument is divided into three forms: form 1 is prepared to be independently filled and represents an outline that helps the user to chronologically reconstruct their educational and training path; forms 2 and 3 are analysis grids to be discussed during the following interview with the operator.

The instruments is aimed to reconstruct and review the user's training experiences occurred in different institutional learning contexts (e.g. school, university, professional training courses), in order to encourage the customer to identify the knowledge and skills there acquired and to evaluate their professional usefulness and usability.

It is a descriptive and self-evaluative instrument, aimed to develop the skills of analysis and description of one's own experience. In this phase, the customer is helped to evaluate the competences previously identified, that represent important reference points (in terms of opportunities and limitations) when elaborating their project. Indeed, it is important that, while reconstructing the educational and training path, the advisor encourages the customer to reflect upon both their positive and negative experiences: the former can be a resource to be regained and spent on the professional project; the latter (often related to unfinished paths) can be either a



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limitation or a resource, depending on whether or not the customer has learned from these failures. It is very important that the advisor identifies any possible difficulty that may limit the user's future choices.

The task of the balance advisor is then to encourage the user to reflect and recognise their competences. This will facilitate the elaboration of the professional project.

In this phase, it is also expedient that the operator encourages the customer to collect the documents and the certificates of all their educational and training experiences (even of those regarded as unimportant), as they will represent significant material for the competency assessment. This procedure often turns out to be difficult, as the person tends to neglect those training experiences considered as trivial or that were not spent on their professional path (especially with regards to short-term courses with no certification and to free time activities). The recovery of these experiences can be useful both for the development of a future project and for the description of the competency assessment.

The instrument is made up of three forms:

- in the first, the user is asked to describe their educational and training path and when it took place (C.1-I)
- in the second, the user is asked to identify and analyse the acquired knowledge and skills (C.1-II)
- in the third, the user is asked to reflect upon the usefulness and usability of the identified competences (c.1-III)

This instrument is very important as it allows to evaluate the portability of learning: the user is encouraged to reflect upon the competences acquired during their educative and training experiences and to identify what may be useful in the future. The purpose of this activity is to make the user reflect upon their competences in view of the draft of an action plan, and to gather information useful for the description of their competences.

For the operator, the reconstruction of the educational and training path has three purposes. It is useful to check the coherence between the user's training and professional path. In case of incoherence, it might be useful to investigate the reasons underlying the user's choices and if the user would make the same decisions again. It also helps to collect the documents and the certificates of all the user's educational and training experiences. This procedure often turns out to be difficult, especially with regards to short-term courses with no certification and to free time activities. At last, it allows to determine how the user experienced their educational path, in order to understand if their knowledge needs are real or if they are just a way to postpone decisions on their professional future.

Name Date

Educational path
Description of a working event/situation where the acquired knowledge/skill has been used
Training path



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Description of a working event/situation where the acquired knowledge/skill has been used

4.6.4. Form for the identification of the professional acquisitions

Objectives: to analyse the present job and the competences that it requires

Contents: reconstruction of the customer's working situation

How: - form 1: independent filling; - forms 2-3: filled with the advisor; outline for the advisor

The instrument is aimed to reconstruct and analyse the customer's present working situation, in order to identify the required professional skills.

The reconstruction and the analysis of the person's working experience are fundamental: they are at the core of the balance activity with respect to the enhancement of the professional experiences and of the competences acquired in the working context.

The instrument represents an outline for the analysis of the user's professional acquisitions; it can be used both by the customer in an individual work, later to be analysed and discussed with the advisor, and by the advisor as an outline to guide the interview.

Like other instruments of reconstruction, analysis and evaluation, this instrument is made up of three forms: the first is prepared to be independently filled and it is a draft that helps the user to analyse their present job; the other two are analysis grids to be discussed during the following interview with the advisor.

- D.1-I: the user is asked to reconstruct their working path
- D.1-II: the user is asked to analyse their working activity, identifying knowledge, skills and methods used while performing their work
- D.1-III: the user is asked to evaluate the identified competences in terms of satisfaction, efficacy and usability

D.1- I phase: reconstruction

The first form includes a check-list of categories to be analysed in order to reconstruct the role presently held: name, location, field of activity and characteristics of the company, type of working contract, office/department/functional area, roles held and principal activities performed, instruments and technologies used, most efficient and most difficult activities.

D.1- II phase: analysis

The second form analyses the personal resources employed and the competences required to perform the job through the description of what is concretely to be done, technical-operational and relational skills, knowledge, instruments used.

In the analysis of the working activity, it is very important that the operator encourages the user not only to describe their tasks, but also to reflect upon the way they perform them. The analysis of the user's working method, of how they actually work and of the strategies they use simplifies the reconstruction and the evaluation of the knowledge and operational skills that they have developed while performing their job.



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D.1- III phase: evaluation

The third form includes a check-list of categories to analyse the customer's working activity in terms of level of efficacy. With respect to each factor, the user is asked to reflect upon the level of interest/satisfaction and of difficulty/annoyance perceived during work. This allows the user to evaluate (in terms of opportunities and of limitations) the level of mastery of the acquired competences, by identifying the skills to nurture to enhance their competence, possible margins of improvement and/or professional limits.

The evaluation of the activities carried out with more or less efficacy and satisfaction fosters the reflection upon the level of mastery of the user's competences and their possible usability in different fields or professional roles; the information gathered from the analysis of the working activity helps to draft the description of competences. Indeed, the analysis of very concrete elements of the customer's working activity (source of interest and satisfaction or of difficulty and annoyance) allows them to project themselves in the future and to decide which aspects to improve or disregard in view of their own project.

To support the work of analysis, we offer a *Grid of analysis of past and present working experiences* (D.1 bis). It proposes some useful elements to carry out the analysis and to evaluate the level of competence acquired by the person in the course of their working activities, the extent of their autonomy and personal participation, the network of their relationships and the efficacy of their job.

Reconstruction and analysis of my present role
Working experience/activity
My role
My activities
My decisions
My instruments
People I interact with (inside the company)
Most efficient activities
Most difficult activities
Competences required for my job (expertise, skills, personal resources...)



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Analysis of the working activity	
What I actually have to do	
Technical-operative skills	
Cross-relational skills	
Knowledge used	
Technologies, instruments, machines used	
Personal traits expressed	

Evaluation of the working activity		
	Interest/satisfaction	Difficulty/annoyance
Tasks, activities		
Personal resources (level of responsibility and decision making, motivation)		
Internal relationships (superiors, colleagues)		
Working conditions (travel, schedule, equipment, services...)		
Knowledge used		
Skills used (technical, professional, cross)		

Reconstruction of my professional path			
Name: Date:			
Work period	From ____ to ____	From ____ to ____	From ____ to ____
Name and location of the company			
Field of activity			
Characteristics of the company (dimensions, products/services, markets)			
Type of contract (permanent, temporary, part-time, collaboration)			



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Office, department, functional area
Roles held and principal activities performed
Instrument and technologies used

WORKING PASSAGES

Objectives: to analyse, through a narrative approach, the moments of professional change and their meaning

Contents: reconstruction of working experiences

How: - independent filling; - reconstruction grid for the advisor

The instrument is aimed to reconstruct the professional roles held during the user's working activity and to reflect upon the reasons beneath the passage from the identified tasks.

The reconstruction and the analysis of the working activity is less rigorous and structured than in form D.2: along the chronological reconstruction of the working passages, this instrument focuses on a narrative approach, where the factors to be explored are identified by the customer on the basis of their perceived value. The form is an outline for the analysis of one's own past; it can be individually used by the customer and later analysed and discussed with the operator.

The attention is focused on those moments of professional transition that required important decisions. The aim is to help the user to reflect upon the elements of continuity or change in their working history, their underlying reasons and priorities, starting from the memory of the moment when the person accepted (more or less freely) a specific professional role. This allows the customer to narrate their emotional-affective past experiences, to explain the related values and to identify some of the variables that affected their professional decisions.

While analysing the paper, it is important that the operator underlines both the most important events that caused changes and breaks within the professional path, examining their meaning for the customer; and the elements of continuity that represent the leitmotiv of the customer's professional history.

The form helps the customer to reflect upon the reasons that led them to choose (or not to choose, or to be forced to choose) a specific job, and to explicate the strategies of coping used in transitional situations. The analysis of the user's reasons and ways of coping with these circumstances allows two considerations: about how the user make their decisions, and about the behaviours and strategies that they use to face difficult situations.

The analysis focuses on the reasons that led the user to start a new activity, or to leave the preceding one; this allows to identify the values related to work (i.e. what the customers look for in work), the preferred or refused working conditions, the activities where they feel more proficient in and that give them more satisfaction. In short, the reconstruction of the user's working experiences allows to analyse the interests and the values related to work. While examining the paper, it is very important that the operator encourages the user to identify and distinguish on the one hand the most important events and moments that required decisions to be made in the professional path; on the other hand, their underlying ideals, role models, dreams, expectations, limits and considerations. In this sense, the instrument allows to identify some priorities, in terms of



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opportunities and limitations, to be taken into account while developing the person's professional project.

Name: Date:
Remember the moment when you accepted each job you have had.
- Why did you search for and accept the job?
- Was it a free or a conditioned choice?
- What informational channels did you use to find the job?
- What were the most difficult events?
First working position.....
Second working position.....
Third working position.....
Fourth working position.....
Fifth working position.....
Sixth working position.....

SUCCESSFUL EXPERIENCES
Name: Date:
Type of experience:
My starting situation/the problem I had to face was
So I thought and decided to
Notwithstanding the difficulties I encountered, I achieved a good result because
What helped me was



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CRITICAL EVENTS
Name: Date:
Type of event:
My starting situation/the problem I had to face was
So I thought and decided to
Notwithstanding the difficulties I encountered, I achieved a good result because
What helped me was

THE TRIANGLE

Objectives: to analyse the competences acquired during decisive experiences

Contents: reconstruction of the moments of personal acme

How: independent filling; outline for the advisor

The instrument is aimed to reconstruct the life experiences that marked the customer's personal history. It allows to work on the apices (i.e. the highest points) - both of success and of failure - achieved in working, extra-professional and personal fields.

The instrument is aimed to reconstruct the person's most important experiences and to identify the competences acquired both in successful and unsuccessful activities, in order to complete the identification of the competences to be enhanced and of the limits to be considered for the individual's professional development. The reflection upon the used competences starts from a narrative approach that goes from the description of meaningful experiences to their interpretation in terms of competences.

The instrument is available in two versions:

- the first version (form D.8 - professional acquisitions) is aimed to reconstruct important experiences that marked the customer's professional history
- the second version (form E.5 - psycho-social resources) is aimed to reconstruct important experiences both in the working and (especially) in the extra-professional field

The instrument can be used both individually by the costumer and then analysed and discussed with the advisor, and by the advisor as an outline to guide the interview. The instrument is made up of two forms: the first reconstructs the successful experiences, the second the unsuccessful ones. In both of the forms a triangle is represented. In the first form, the apex of the triangle is directed upwards and represents the personal summit achieved by the individual (i. e. getting married, having a child, sports or activities performed as hobbies). The user is asked to mark, inside the triangle, the upward steps of their own history. In the second form, the apex of the triangle is



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directed downwards and represents the lowest and most disastrous point ever reached by the person. Inside this second triangle, the person will specify and put in a pecking order (from success to failure) their negative experiences. In this case, it is expedient to encourage the user not only to reconstruct the circumstances that led to these failures, but also, and especially, to explain how they managed to face and overcome them. The analysis of a failure makes the person reflect upon the causes of the negative outcome; it also provides a different viewpoint to highlight hitherto neglected factors and behaviours, and to understand the importance of that experience (regardless of its result) in terms of learning and of acquisition of new knowledge and competences.

In this phase, it is important that, through a factual analysis, the operator encourages the user to investigate and appreciate their competences and their portability, improving their strong points and examining the external and personal factors that led to success or failure.

If the person exhibits a strong lack of self-confidence about their skills or, on the contrary, an excessive self-esteem, it may be useful to reflect upon the locus and the ways of coping, with the help of other instruments like the Locus of control Questionnaire (form E.11) and the Questionnaire of self-evaluation of coping strategies (form E.12).

Name:	Date:
<i>Draw a triangle with the apex pointing upwards. Write at the top what you consider your best professional achievement, and at the bottom the situation you started from. Add as many layers as you need to describe your upward steps.</i>	

The triangle
<i>Now turn the triangle upside down and, moving backwards, write at the bottom what you consider your best professional achievement and at the top your worst experience.</i>

4.6.5 Form for the identification of the psycho-social resources

WHAT I DO OUTSIDE WORK

Objectives: to evaluate the portability and usability of competences acquired in non-professional fields

Contents: reconstruction of extra-professional activities

How: - independent filling; - filling assisted by the advisor

The instrument is aimed to encourage the customer to reconstruct and analyse the present or past activities carried out outside the working and/or educational context (family, voluntary work, spare



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time), and to establish if these experiences allowed them to acquire competences usable in the working activity.

The form represents an outline for the identification and the examination of the most interesting activities carried out outside the professional context; it can be individually used by the customer and later discussed and analysed with the operator, or filled with the help of the advisor during the interview.

In the first form, the customer is asked to list ten present or past activities carried out outside work, including those considered as unimportant. Then they are asked to reflect upon the level of success, interest and satisfaction perceived while carrying out those activities. The evaluation of the most effective and satisfactory activities fosters a reflection upon the level of mastery of the identified competences and of their potential usability in the professional context; the information gathered from the analysis of the user's non-working activities helps to draft the description of competences.

An analysis of the customer's extra-professional experiences and competences may be useful if the user have to face a situation of professional retraining, if they have a short professional experience (e.g. young persons recently employed, women reinstated after a period dedicated to their family), or if their past experience is lacking and little qualified.

The analysis of non-professional activities presumes that every experience is a source of learning, and that every acquired competence is potentially transferable. The evaluation of the portability and usability of competences acquired in different fields is a delicate phase of the balance activity. It asks both the advisor and the customer to carefully analyse the professional field where the person intends to use their extra-professional competences.

The analysis of very concrete factors - source of interest and satisfaction - allows the customer to project themselves in the future and to consider the possibility to improve their abilities in view of their project. This allows the user to evaluate (in terms of opportunities and of limitations) the level of mastery of the acquired competences, by identifying the skills to nurture to enhance their competence. Nevertheless, it is important that the advisor verifies if the customer really want to make a profession of activities with non-professional meanings, rules and values. In this case, the person might have difficulty adjusting extra-professional skills to a different context and, therefore, having similarly good performances.

Name:		Date:	
<i>Write a list (as much complete as possible) of your present or past experiences and activities outside study or work (spare time, family, voluntary work, associations...). Try to be precise and practical, don't omit any activities, no matter how trivial they may seem. For each activity, specify:</i> <i>A) how good you are at it, B) how much you like it</i> <i>1 = a little, 2 = quite, 3 = a lot, 4 = extremely</i>			
Activity	A	B	
1			
2			



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3		
4		
5		
6		
7		
8		
9		
10		
<i>Among the described experiences/activities, which ones are you best at? Which ones do you consider as more interesting?</i>		
Most successful experiences/activities		
Most interesting experiences/activities		

THIS IS WORK, TOO

Objectives: to evaluate the portability of competences acquired in the family context into the working activity

Contents: reconstruction of daily activities

Area: examination of extra-professional activities

How: - independent filling; - filling with the help of the advisor

The instrument is aimed to encourage the users - especially the female users without a substantial working experience - to reconstruct and analyse the daily activities carried out in the family context, and to identify the competences there acquired. This allows to evaluate their usability in the working activity.

Women often don't consider their responsibility within the family as an actual profession. The purpose of this instrument is to start a reflection upon the user's role in terms of development of specific competences and skills that might be used in a professional context. In this sense, the instrument is aimed on the one hand to increase the awareness of the role of women; on the other hand, to identify professional competences.



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In the form five categories of skills are proposed: caring of the house, caring of the family, relation with the institutions, participation in voluntary groups, free time. The instrument can however be modified with the introduction of new activities more closely related to the user's daily life. The reconstruction of the examples in each category is followed by an analysis in terms of competences and skills developed through each activity.

After this, we evaluate the portability of the identified competences and their usefulness for the purposes of employment. This allows the user to evaluate the level of mastery of these competences in terms of opportunities and limitations for their professional project; the information gathered from the analysis of extra-working activities helps to draft the description of competences.

Similarly, in the form "What I do outside work", it is important that the advisor verifies if the customer really want to make a profession of activities with non-professional meanings, rules and values. In this case, the person might have difficulty adjusting the skills acquired in the family context to a professional context.

<i>Think of your daily experience; try to identify abilities, knowledge and skills that you use but that maybe you are not fully aware of. In particular, consider your experiences in:</i>			
	Manual skill	Technical/theoric knowledge	Relational skills
Caring of the house			
Caring of the family			
Relation with the institutions (schools, local authorities, offices...)			
Participation in voluntary groups (parish, social work, associations...)			
Management of free time			

THE PLANT OF MY INTERESTS

Objectives: to evaluate the portability of competences acquired in fields of interest into the working activity

Contents: reconstruction of personal interests

How: - form 1: independent filling; - form 2: independent filling; analysis grid for the advisor

The instrument is aimed to analyse the customer's interests in order to identify gratifying fields and activities where they achieve satisfactory results.

The instrument is made up of two forms. In the first, the users identify their present interests and list them in a pecking order (from the strongest to the weakest); then, they are asked to draw a first plant with flowers of different size, representing the intensity of the identified interests. The users are then asked to draw a second plant whose flowers represent their past interests. Some interests may be stable, while others may have a certain degree of variability. The second form offers some



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ideas and in-depth questions useful to the analysis of the paper; it can be used by the advisor as an outline to guide the interview and help the customers to compare their present and past interests.

The comparison among the person's interests and the analysis of their variation can be an important instrument of self-knowledge, helping the user to identify the direction of their personal and professional development. The analysis of the individual interests can be a valid support in the definition of the path that the person will decide to take.

The analysis of the user's personal interests fosters a reflection upon the reasons that drive the subject to act and get busy. Indeed, there is a close relation between interest and motivation: when a person performs a satisfactory activity, their motivation to act increases, as well as the chance of success.

The user's interests are usually related to activities where the individual is particularly successful or experienced. This can be easily understood if we consider the fact that every individual, driven by their own interest, tend to engage in a specific field, thus achieving satisfactory results that, in a virtuous circle, will lead them to further nurture that interest.

Име:	Дата:
List your present interests in a pecking order (from the strongest to the weakest)	
1) 2) 3) 4)	
Draw a plant with flowers of different size, representing the intensity of your interests; group together those interests that are connected or compatible with one another.	
Repeat the exercise considering your past interests.	
Compare the two plants.	
1) Which interests did you drop?	
2) Which ones proved to be stable?	
3) Which ones did you develop?	



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SELF-DESCRIPTION MAP

Objectives: to analyse the style of self-presentation

Contents: self-presentation

How: independent filling

The form is prepared to be independently filled, in order to encourage the customers to describe and identify their personal traits. It is a semi-structured form, that can be both independently filled by the customer at home and later discussed with the advisor, and filled and analysed during the interview.

First, the user is asked to provide ten definitions of themselves, and then to use those definitions to draw a cognitive map that graphically represents the person's most important traits.

The use of a cognitive map allows to graphically display how the person describes themselves to others, to analyse the relation between their self-description and self-image, and between their personal and professional self-image. With respect to the customer's self-description, the instrument focuses on different aspects, such as: the elements used for the self-description; the relation between the style of the description and the user's self-image; the ways of self-presentation used in different contexts (especially in the professional one) and their effects; the relation and the consistency between the personal and the professional self-image.

These forms are aimed to encourage the user to explicate their self-image, helping them to identify their strong points and potential discrepancies. The reflection upon the user's style of self-presentation is aimed to modify not as much their self-description, but rather their self-image: this may start a process of development that allows the subject to transcend any possible stereotypes about their own self-representation, to become aware of their actual resources and to identify the limits to overcome in order to realise their professional project. This requires that the user is encouraged to self-examine and analyse themselves during all the balance activities: only a gradual reflection (supported by the advisor) upon the underway changes can foster the reorganisation of the individual psychosocial resources, the person's empowerment and a learning process capable of helping the users to overcome their cognitive and emotional limits.

Name:

Date:

Maps are graphical representations that help us to better see the relations among different aspects of a given fact. They are devices to organise our knowledge, to be more aware and to facilitate our communication with others. Try to draw a map of yourself: list the ten words that best describe you:

- | | |
|----|-----|
| 1) | 6) |
| 2) | 7) |
| 3) | 8) |
| 4) | 9) |
| 5) | 10) |

Use these words to draw a map that shows your personal traits, pointing out any possible connections between them and/or further aspects that clarify a specific trait.



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Example: with friends or colleagues

with friends with colleagues

I play basketball

I ride my bike

I am (adjectives)

Able; obliging; watchful, precise, sharp, adaptable, reliable, aggressive, ambitious, analytic, provident, open to opportunities, open-minded, smart/attentive, active, self-motivating, authoritative, prudential, careless, adventurous, accommodating, calculating, stubborn, charismatic, cautious, appreciative, coherent, fascinating, understanding, communicative, conciliatory, pragmatic, stimulating, discreet, fair, conscientious, creative, curious, decision-maker, determined, diplomatic, helpful, informed, dominant, efficient, enthusiast, accurate, demanding, expert, extrovert, creative, trustworthy, self-confident, trusting others, proud, flexible, strong, self-controlled, clever, generous, cheerful, rewarding, grateful, impulsive, unrelenting, independent, individualist, indulgent, original, persistent, unusual, intelligent, resourceful, introspective, inflexible, loyal, mediator, deserving, meticulous, methodic, impartial, shrewd, opportunist, optimist, calm, provident, patient, sensitive, resolute, tactful,

THE WALL OF SUCCESSES AND FAILURES

Objectives: to analyse the user's style of coping and the power of control over the events in order to successfully manage the project of development

Contents: reconstruction of important successful and unsuccessful experiences

How: - form 1: independent filling; - form 2: independent filling; filling with the help of the advisor; - form 3: analysis grid

The instrument is aimed to reconstruct the person's important experiences and to identify the competences acquired both in the working and in the extra-professional context. The aim is to encourage the customer to analyse in a critical way both their successful and unsuccessful experiences, and to reflect upon their coping skills and competences. The purpose is to ascertain the person's skills and competences, improving those that could be useful for their professional project.

The reflection upon the used competences starts from a narrative approach that goes from the description of meaningful experiences to their interpretation in terms of competences, following the scheme reconstruction-analysis-evaluation.

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The instrument is made up of two parts: the first retraces the successful experiences, the second the unsuccessful ones. Each part includes three forms, based on the three-steps scheme reconstruction-analysis-evaluation that translates experiences into competences. The first form is prepared to be independently filled and represents an outline to help the person to identify their successful/unsuccessful experiences; the second form can be both independently filled by the person and used by the operator as an outline to guide the in-depth interview; the third form is an analysis grid to be discussed during the interview with the operator.

In the part concerning the user's successes, the first form represents a wall made up of several bricks where the user will list the successful experiences achieved both in the working and in the extra-professional context. In the second form, the user is asked to describe in detail two of the identified experiences, specifying the starting situation, the decisions made, the difficulties met, the elements that contributed to the good outcome. The third form reconstructs the competences used in different situations, analysed on the basis of some features: frame conditions, expertise, skills and personal resources, acquired learning.

Similarly, the users will complete the part concerning their failures: they will fill the wall with unsuccessful experiences; then they will describe two important experiences; eventually, they will evaluate their competences with respect to the frame situation, to both the existing and missing knowledge, to their personal resources and to the acquired learning. The analysis of a failure helps the person to reflect upon the reasons that caused it; it also provides a different viewpoint in order to highlight hitherto neglected factors and behaviours, and to understand the importance of that experience (regardless of its result) in terms of learning and of acquisition of new knowledge and competences.

In this phase, it is important that, through a factual analysis, the operator encourages the user to investigate and appreciate their competences and their portability, improving their strong points and examining the external and personal factors that led to success or failure.

While analysing the paper, it is important that the operator considers the user's personal level of empowerment and examines the person's self-perception with respect to the ability of coping with difficult situations, paying attention to the user's type of locus (i.e. the power to control the events). It is possible to distinguish four kinds of locus - internal, external, referred to positive or negative situations. Individuals inclined to internal attributions in case of failure and to external attributions in case of success (internal locus in case of negative events, external locus in case of positive events) tend to blame themselves, to have a low level of self-esteem and to feel powerless. Individuals who attribute their successes to themselves and their failures to external causes (internal locus in case of positive events, external locus in case of negative events) tend to blame others for their failures. People who attribute both their successes and their failures mainly to internal causes (internal locus in case of both positive and negative events) are probably resolute individuals who tend to live their failures as moments of learning, useful to develop new strategies of coping. Individuals who attribute both their successes and their failures mainly to external causes, out of their control (external locus in case of both positive and negative events), probably tend to be passive and feel unable to control events.

If the person displays either a very low or an excessive self-esteem, it may be useful to reflect upon their coping skills in extra-professional fields, examining their psychosocial resources by means of other instruments - such as the Locus of Control Questionnaire (form E.11) and the Questionnaire of self-evaluation of coping strategies (form E.12).



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A successful experience

Write in the bricks some of your successful experiences, both professional and extra-professional

My successes

Try to describe two of these experiences (a professional one and an extra-professional one) that you are particularly satisfied with. Write freely: the following points are only suggestions for your review.

My starting situation was...

Then I thought that...

Then I decided to...

Notwithstanding some difficulties, I succeeded because...

What helped me was...

Read again what happened and focus on the following points:

Why things went that way:

Knowledge I had:

Skills I had:

Personal traits that caused this successful experience:



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What did I learn from this experience? What could I change? If a similar situation happened again, what would I do?
--

An unsuccessful experience
<i>Write in the bricks some of your unsuccessful experiences, both professional and extra-professional</i>
My failures
<i>Try to describe two of these experiences (a professional one and an extra-professional one) that you consider as unsuccessful (because you didn't reach the expected result, because you think you made a mistake, because it left you unsatisfied...). Write freely: the following points are only suggestions for your review.</i>
My starting situation was...
Then I thought that...
Then I decided to...
But I didn't consider that...
What thwarted me was...
<i>Read again what happened and focus on the following points:</i>
Why things went that way:



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Knowledge that I hadn't:
Skills that I hadn't:
Personal traits that hindered me:
What did I learn from this experience? What could I change? If a similar situation happened again, what would I do?

4.6.6 Form for the identification of professional opportunities

Objectives: to analyse in detail a profession and evaluate its consistency with the person's values, resources and competences

Contents: analysis of a profession of interest

How: - grid to be independently filled and then discussed with the operator; - grid to be filled together with the operator

The instrument is aimed to analyse in detail a profession that the users regard as interesting for their professional development. The person has to carefully evaluate all the aspects and the characteristics of a specific profession, in order to gather information that could be useful for their future decisions.

This instrument is made up of an analysis grid that the person can use to deepen their knowledge of the professions considered in their project; it also allows the user to start examining different professional opportunities and to choose the most interesting ones. This phase requires the user to independently look for information about new professional opportunities. Indeed, it is necessary that the users personally engage in the search for information: it is essential not only that they gather as much information as possible, but also that they develop the ability to select it. The activity of research, identification and selection of the sources is an important process of self-knowledge, as it encourages the person to realistically compare their personal traits, values and interests to aspects, values and conditions of a specific professional profile.

The instrument is made up of an analysis grid that allows to analyse a profession with respect to: activities, competences required for that role, required training, access modalities, environment, working rhythms and conditions, level of responsibility, career opportunities, occupational market, level of salary. The analysis grid is useful both to analyse a still unfamiliar profession, and to evaluate the level of consistency between a profession and the user's interests, values and competences.

The information gathered by the user will be later discussed and examined with the advisor, in order to define the professional profile sought by the person; it will be the reference point for the definition of the project of development.



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During the analysis, the user can get the necessary information both from the documents (especially the description of competences) available at the desk, and through an interview with significant witnesses who practice the profession or have a good knowledge of the field of interest. In this second case, the grid presents the outline and the points to examine during the interview. Even if the user is expected to independently carry out the research, it is important that the advisor: provides the informative material about professions and job opportunities in the local context (analysing descriptions of competences and possible offers promoted by the district); enriches this information by involving people with a thorough knowledge of the field of interest, by contacting relevant local structures (e.g. the employment agency), and by the consultation of websites; helps the user in the consultation of these informative documents. Indeed, it is fundamental that the users acquire a method to develop their skills of selection, in order to be able to make better choices.

Analysis of a profession	
Profession:	
Activity	
Working environment	
Characteristics/risks	
Schedule/working rhythms	
Workplaces	
Salary	
Competences (knowledge, skills, resources)	
Responsibility and independence	
Access modalities	
Specific training	
Career opportunities	
Occupational market	
Similar professions	



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4.6.7 Form for the identification of the professional project

Objectives: to compare the ideal and the actual to find a compromise between them

Contents: analysis and evaluation of the relation between ambitions and actual intentions

How: - independently filling; - grid for the advisor

The instrument analyses and compares the customer's most wished desires to their minimum level of ambition, in order to strengthen the process of negotiation between the ideal and the actual. After the identification of the user's professions of interest and the evaluation of the feasibility of their projects with respect to the existing and the missing competences, the users are asked to reflect upon the relation among the ideal "what I would do with my life if I could do what I want", the minimal level of ambition (i.e. the smallest objective that they would like to achieve) and the reality (i.e. the results that can be actually pursued). The comparison between the ideal and the minimum ambition levels is aimed to find an actual compromise consistent with the professional project. This negotiation represents a fundamental moment of the process - a necessary condition for the realisation of a personal and effective professional project.

The instrument is made up of one form that can be both independently filled by the customer and then discussed and analysed with the advisor, and used by the advisor as an outline to guide the interview.

In the first part of the form, the customers are asked to explain what they would do with their life if they could do what they want, examining the ideal level. In the second part, the customers will identify their level of minimum ambition, i.e. the smallest objective that they would like to achieve in order to be satisfied. The third part is focused on the reflection upon the relation between the two levels and encourages the users to find a compromise between their major desires and the minimal level of acceptability and professional achievement.

Through this activity, the person is helped to adjust their ambitions and desires to a context of actual feasibility, conciliating the ideal and the real levels in view of the draft of their professional project. It is important that the advisor encourages the person to evaluate the consistency between actual limits and their desires, and to find a compromise in order to define both feasible and desirable objectives.

“What I would like, what I can't, what I want”	
Име:	Дата:
Write a short essay inside the three following tables:	
A – IDEAL LEVEL What I would do with my life if I could do what I want	
B – MINIMUM LEVEL OF AMBITION The smallest objective that I would like to achieve, without whom I would be very dissatisfied	



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C – REAL LEVEL

Possible/probable results

MY PROFESSIONAL FUTURE

Objectives: to compare the user's ambitions to their actual intentions about their professional future, in order to check the feasibility of their desires

Contents: analysis and evaluation of the relation between desires and intentions

How: - independently filled form, later analysed with the advisor; - grid for the advisor

The instrument is aimed to analyse and compare the customer's professional ambitions to their actual intentions. After the identification of the user's fields and professions of interest and the evaluation of the feasibility of their projects with respect to the existing and the missing competences, the user is asked to reflect upon the relation between what they desire, on the ideal level of "how I would like it to be", and what they want for their professional future, on the volitive level of "what I want to do". The comparison between the ideal and the volitive levels is aimed to find an actual compromise consistent with the professional project.

The instrument is made up of two forms that can be both independently filled by the customer and then discussed and analysed with the advisor, and used by the advisor as an outline to guide the interview.

The first form analyses the relation between what the users desire and what they want. The users are asked first to list three things that they desire (i.e. that they would like to be real) and three things that they want (i.e. that they consider as feasible), and then, by comparing them, to identify the differences between the two levels and their underlying reasons. The second form starts a reflection upon the feasibility of the user's desires. By means of four questions, the user is asked to reflect upon the feasibility of the three desires listed in the first form, their importance to them and the efforts that they are willing to make to achieve them.

While defining the objectives of their professional development, the user must be helped to consider not only realistic factors, but also their own ambitions, as these are an important motivating factor for the realisation of the professional project. This activity encourages the user to evaluate the consistency between realistic limits and their own desires and to find a compromise in order to define both feasible and desirable objectives.

“What I desire – What I want”

Thinking of your professional future, specify three things that you desire (i.e that you wished to be real) and three things that you want

I desire

I want

1)

1)



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2)	2)
3)	3)
Compare the two lists. - Are they different? - If so, what kind of differences are there? What do they depend on?	

“Are my desires feasible?”
Consider the three desires previously listed; for each of them, answer the following questions: - can I have it, do it, be it or experience it? - is it worthwhile? - will it allow me to have what I really want? - is it worth all the effort that it takes?
Desire 1
Desire 2
Desire 3
Observations



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SEEKING A NEW JOB

Objectives: to analyse the obstacles that the person may encounter and the resources required to overcome them

Contents: analysis of the person's desires, fears and concerns

How: - independently filled form, later analysed with the advisor; - grid for the advisor

The instrument is aimed to analyse the obstacles that the person may encounter when seeking and starting a new job, and to evaluate the resources that they can use to overcome them.

The instrument is made up of two forms that can be both independently filled by the customer and then discussed and analysed with the advisor, and used by the advisor as an outline to guide the interview.

The first form analyses the relation between what the users desire and what they fear when seeking a new job. The user is asked to identify three things that they would like to happen and three things that they are afraid of. The nature of the identified factors will be analysed, evaluating on the one hand the likelihood of the desired things, on the other hand the plausibility of the feared ones. The comparison between these two aspects allows to check the person's feeling about their possibility of efficiently affecting the finding of a job.

The second form is focused on the obstacles that the user might encounter and on the resources that they can use to overcome them. The user is asked to write down the obstacles that they expect to encounter and the resources they own. The aim is to improve the resources of the person and to define a strategy to overcome their obstacles and fears. For this purpose, it is necessary that the person distinguishes between personal and contextual limitations. Indeed, while analysing the factors that the user considers as source of concern and obstacles, it is important to understand if they are connected to inner variables (e.g. the person's effort and determination) or to outer variables (e.g. luck or recommendations), determining the person's tendency to consider themselves as active or passive in their insertion in the job market.

In this perspective, we try to help the users to be aware of their feeling about the possibility of efficiently affecting the finding of a job by using their own resources, in a process of individual empowerment.

When looking for a job....	
I desire	I fear
-	-
-	-

“Looking for a new job” “Obstacles – resources” When looking for a new job...
--



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I see these obstacles	I have these resources
-	-
-	-
-	-

MY PROJECT

Objectives: to elaborate, in a final form, the project of professional development

Contents: draft of the project of professional development

How: independently filled form, later discussed with the advisor

This phase includes the draft and the fine-tuning of the project of professional development defined by the customer during the balance activity. This is the last step of the path that helped the user's to gradually define their professional objectives.

The instrument is a working outline that the customer can use to elaborate, in a final form, their project of professional development. The draft is independently developed by the customer and then analysed and in case improved with the advisor.

The grid in the form is aimed to help the user to develop a detailed project defining:

- the professional objectives that the person wants to pursue
- the field of interest
- the desired working conditions
- the competences and resources already owned and those that still need to be acquired/developed
- how the person intends to acquire the missing competences
- possible problems in the realisation of the project and the strategies that the person plans to use to face them

The development and the realisation of an actual project are the ideal aims of the balance activity. The achievement of these aims requires that the persons reach a realistic compromise among their ambitions, their competences and the opportunities offered by the context. The person's ability to adjust their ambitions and desires to a context of actual feasibility, conciliating the ideal and the real levels, is a necessary condition to realise a personal and effective professional project. In this final phase (following the choice of the objectives desired and accounted as realistic), it might be useful for the user to review the steps of their path, comparing the final project to the hypothesis formulated at the beginning of the balance, in order to be aware of its evolution.

While developing the professional project together with the advisor, it is important that the users consider any possible limitations and difficulties (identified during the analysis of their professional experiences and resources) that they might encounter in pursuing their objectives. Focusing on these aspects helps the person to develop, already in the planning phase, effective strategies of coping with possible problems - also keeping in mind those used in the past, either successfully or unsuccessfully.



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The "Form to develop the project" (H.4 bis) helps the user to develop their professional project and action plan: it suggests the steps to take and the factors to be considered to develop a pursuable project and an effective action plan.

My professional objectives	
The steps to achieve them	
What steps	How long
Professional objective • What I want to do • Where (local area, department, type of company/organisation...) • Conditions (dependent or independent employment, full-time or part-time)	
Necessary resources • What I already have • What I have to develop • What I have to acquire	
Working stages • What training/working paths to develop and acquire the needed resource • What strategies to cope with difficult situations • What actions and deadlines to achieve the objective	

4.6.8 Form for the realisation of the balance of competence

Objectives: to summarize the history of the balance path and describe the person's profile

Contents: description of the balance path and profile of the person

How: written by the advisor and later discussed with the customer

The "Synthesis document" is an instrument that reconstructs the balance path, describes the person's professional profile and is aimed to summarize the balance experience.

The instrument is an outline for the construction of the synthesis document - one of the results of the balance activity. The synthesis document is a report, written by the advisor and then discussed with the customer, that develops the following points:

Initial request and motivations of the balance: description of the user's motivations, request and initial expectations;



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Reconstruction of the balance path: description of the path followed and of the performed activities;

Reconstruction of the professional and training history: brief reconstruction of the user's most important professional and training events, in view of the development of their competences and professional profile;

Description of competences and resources: description of the user's competences and resources - both of the strong points and of the skills that need to be improved for their professional development;

Personal project of professional development: description of the project and of the action plan needed to realise it.

The synthesis document gathers the information collected during the work of analysis and confrontation between the advisor and the customer. It is written by the advisor and then discussed with the customer, so that the latter can fully identify themselves in the outlined profile. This is fundamental for at least three reasons: it is consistent with the continuous confrontation between the advisor and the customer; it is a time of further elaboration and examination of the project of development and of learning and growth for the person; this document belongs to the user, who can use it as an instrument to foster their competence and to apply for new jobs.

Drafting the synthesis document is complicated and requires lot of time; it is useful that, at the beginning of every interview/phase the advisor writes partial summaries, in order not to have to write the document from scratch at the end of the path.

Forms I.1 bis (Example 1 Synthesis document, Example 2 Synthesis document) are two different examples of synthesis documents actually written by balance advisors (the user's personal information have been omitted).

Synthesis document
Model for the synthesis document
- First request and motivations of the balance (description of the user's motivations, request and initial expectations)
- Reconstruction of the balance path: description of the path followed and of the performed activities
- Reconstruction of the professional and training history: brief reconstruction of the user's most important professional and training events, in view of the development of their competences and professional profile
- Description of competences and resources: description of the user's competences and resources - both of the strong points and of the skills that need to be improved for their professional development
- Personal project of professional development: description of the project and of the action plan needed to realise it



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4.6.8. Skills Self-Assessment Audit

Please answer all questions in this self-assessment. There are 48 questions, split into 8 groups. Read each question and tick the value which you feel is most appropriate to you. Each answer has a point value:

- | | |
|---------------------|---|
| ⬆ disagree strongly | 1 |
| ⬆ tend to disagree | 2 |
| ⬆ tend to agree | 3 |
| ⬆ strongly agree | 4 |

Add up your scores for each section and then add these together. There is an indication of your skill level in the scoring system at the end of the exercise. This will give you an idea of how confident you feel about your skills. Complete the Summary Score Sheet (the loose sheet distributed with your booklet) and return it to a member of the Project Team. The Summary Score Sheet is the only item anyone else will see - so please be as honest as you can with your answers.

COMMUNICATION: READING

	1	2	3	4
1 I feel confident about my reading, especially for study	☐	☐	☐	☐
2 I can find information from a wide variety of sources (books, journals, CD-ROMS, Internet)	☐	☐	☐	☐
3 I can select information relevant to the topic from these sources	☐	☐	☐	☐
4 I am able to use different reading strategies (skim, scan, read in-depth)	☐	☐	☐	☐
5 I can make useful notes while I am researching for an assignment or a project	☐	☐	☐	☐
6 I can summarise a section of text to convey the author's main arguments	☐	☐	☐	☐

TOTAL:



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COMMUNICATION: WRITING

		1	2	3	4
7	I am confident that I can reproduce my ideas effectively in writing	☐	☐	☐	☐
8	I am confident that I can write substantial reports and essays as well as shorter pieces such as formal letters	☐	☐	☐	☐
9	I always plan my essays and other assignments before writing anything	☐	☐	☐	☐
10	I always check my work for spelling and grammatical errors before submitting it	☐	☐	☐	☐
11	I always check that my work is presented according to my department's requirements	☐	☐	☐	☐
12	I can make useful and meaningful notes from a lecture, presentation or demonstration	☐	☐	☐	☐

TOTAL:

COMMUNICATION: ORAL

		1	2	3	4
13	I am confident explaining new concepts to other people	☐	☐	☐	☐
14	I would be able to give a presentation on a subject new to me	☐	☐	☐	☐
15	I can produce visual aids (including slides with charts, diagrams, tables and photographs) to illustrate points in a presentation	☐	☐	☐	☐
16	In group discussions, I listen to others and am sensitive to their points of view	☐	☐	☐	☐
17	I can take the discussion forward at appropriate points	☐	☐	☐	☐
18	I can adapt my presentations according to my audience	☐	☐	☐	☐

TOTAL:



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TEAMWORK

	1	2	3	4
19 I have often worked with others as part of a team	☐	☐	☐	☐
20 I make sure that I understand the goals the team is trying to achieve	☐	☐	☐	☐
21 I agree my own responsibilities in working towards the team's goals	☐	☐	☐	☐
22 I am sensitive to the roles of other team members	☐	☐	☐	☐
23 I can monitor the team's progress and report any difficulties	☐	☐	☐	☐
24 I am happy to lead the team if the opportunity presents itself	☐	☐	☐	☐

TOTAL:

PROBLEM-SOLVING

	1	2	3	4
25 When faced with a task I can break it down into manageable parts	☐	☐	☐	☐
26 If at first I do not understand a problem, I can find help	☐	☐	☐	☐
27 I enjoy the challenge of solving problems	☐	☐	☐	☐
28 When I am given a new task, I always 'brainstorm' ideas (involving the team if part of a team)	☐	☐	☐	☐
29 I consider the likely outcomes of my solutions to problems before I carry them out	☐	☐	☐	☐
30 I consider alternative solutions depending on the problem in question	☐	☐	☐	☐

TOTAL:



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

PERSONAL EFFECTIVENESS

	1	2	3	4
31 I can organise my tasks in order to meet deadlines	☐	☐	☐	☐
32 I reflect on my progress towards my targets	☐	☐	☐	☐
33 I know my own strengths and weaknesses when it comes to planning and meeting targets	☐	☐	☐	☐
34 I can find support where necessary in order to help complete a task	☐	☐	☐	☐
35 I have future targets in mind regarding my career and education	☐	☐	☐	☐
36 I discuss my future targets with others (e.g. tutor)	☐	☐	☐	☐

TOTAL:

NUMERACY

	1	2	3	4
37 I am confident about making simple calculations	☐	☐	☐	☐
38 I use a calculator competently in my studies/work	☐	☐	☐	☐
39 I am confident in working with fractions, decimals, percentages and ratios	☐	☐	☐	☐
40 I can interpret graphs, charts, tables and diagrams where necessary	☐	☐	☐	☐
41 I can construct graphs, charts and diagrams when I need to convey information this way	☐	☐	☐	☐
42 I am confident in my ability to handle statistical data as part of my course/my job	☐	☐	☐	☐

TOTAL:



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

INFORMATION TECHNOLOGY

	1	2	3	4
43 I use a word-processing package to produce all my submitted work	☐	☐	☐	☐
44 I can use a spreadsheet package to record and manage data	☐	☐	☐	☐
45 I can use a database package to establish and use a database	☐	☐	☐	☐
46 I am confident in researching topics of study using the Internet	☐	☐	☐	☐
47 I can produce transparencies or visual aids for a presentation using presentation software	☐	☐	☐	☐
48 I am aware of health and safety issues around the use of computers	☐	☐	☐	☐

TOTAL:

Grand Total:

How did you do?

You can check your score against our scoring system below. **PLEASE REMEMBER** that this is not scientific! We have **not** devised a ‘perfect’ self-assessment test, and these scores give only an indication of your level in any of the skills we have mentioned.

48-69

You're not feeling particularly confident about your skills and abilities – perhaps you weren't giving yourself due credit for your talents? By using this pack, you should be able to work on areas which you feel could do with improving. You might even find it useful to talk through your self-assessment with a friend or a tutor whom you trust. They may see your strengths more clearly than you have in this exercise.

70-95

You consider yourself to be ‘average’ – this means that you have firm foundations on which to improve your skills! Using the list below, identify some of the areas which are stronger than others. This will help you to plan your improvement, and prioritise the areas which need attention. Focus on activities which can develop these particular skills. If you refer to this Skills Audit again during the semester you'll see how your weaker skills are gradually strengthening.



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96-139

Congratulations! You've rated yourself well. You may have some areas which could be developed further, but you are confident and competent in a wide range of skills. If you are particularly strong in one skill, such as written communication, now might be the time to focus on something else. For example, you might start working on your numeracy – can you work out how much you've spent on your food shopping before you reach the till at the supermarket?

140-192

You are highly confident in all these skill areas – well done. You find it easy to apply your skills in a variety of situations. However, you can make good use of this pack to reflect on your skills further and bring them to a higher level. Think about the next stages of your academic and professional life – would you know how to demonstrate your skills to an employer?

From your Personal Skills Audit, list your strengths and weaknesses:

Strengths

.....

.....

.....

.....

Weaknesses

.....

.....

.....

.....

Is this what you would have expected to see?
Are there any surprises on your lists?

APPLICATION OF A BALANCE OF COMPETENCE IN AN ORGANISATIONAL ENVIRONMENT: THE “SKILLS AUDIT”

What is a Skills Audit?

A skills audit is essentially a process for measuring and recording the skills of an individual or group. The main purpose for conducting a skills audit in an organisation is to identify the skills and knowledge that the organisation requires, as well as the skills and knowledge that the organisation currently has.



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Skills audits are also usually done to determine training needs so an organisation can improve its skills and knowledge. However skills audits are also completed for other reasons such as restructuring and deployment. A skills audit gathers more information than simply your current qualifications level. It firstly identifies the skills matrices for the organisation and then delves into what the current competencies are of each individual against this predefined set of skills required to fulfill a specific role.

The outcome of the skills audit process is a skills gap analysis. This information will enable the organisation to improve by providing the appropriate training and development to individuals to cater for the identified skill gaps. The skills audit process will also provide information which can be used for purposes such as internal employee selection and to ensure that the correct person is deployed in each position.

Benefits of Skills Audits in the Workplace

The key piece of information an organisation needs to improve and to deliver to its Mission Statement and strategy is to know what skills and knowledge the organisation requires and what skills and knowledge the organisation currently has.

This information is essential for a number of reasons:

- Without this information you don't know where to improve.
- With this information your training and development will be better planned and more focused.
- Recruiting needs are better defined and more likely to result in the most appropriate candidate.
- Placement decisions are easier with knowledge of current competence levels.
- Career pathing and succession planning is assisted with accurate information on individuals.

Therefore the key benefits of a skills audit are:

- Valid and valuable Workplace Skills Plans.
- Improved skills and knowledge.
- Lower training and development costs because development efforts are more focused.
- Acquisition and use of information that can be used for purposes such as internal employee selection and placement.
- Increased productivity as people are better matched to their positions.

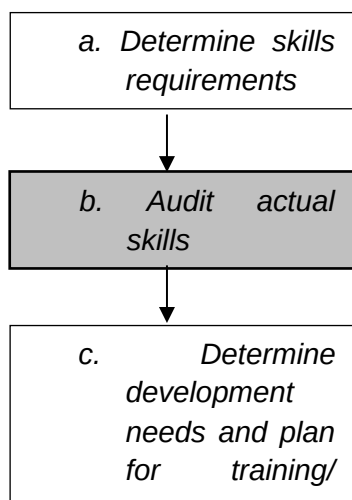
Techniques for Conducting a Skills Audit

There are numerous techniques to conduct a skills audit based on the context and strategy of the organisation. It is vital that the first step in implementing a skills audit is to analyse the organisational context and strategy in relation to the objectives of the skills audit. The context of the organisation may be identified based on time available, logistical issues, primary reasons for the skills audit and the prevalent socio-political environment. The organisational strategy provides the basis for alignment of skills to current and future organisational needs. This alignment is essential to ensure consistency with business strategy and value of skills audit results.

The process to be followed essentially consists of the following:



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There are three key stages to a skills audit. The first is to determine what skills each employee requires. The second stage is to determine which of the required skills each employee has. The third is to analyse the results and determine skills development needs. The outcome of the skills audit process is usually a training needs analysis, which will enable the organisation to target and also provide information for purposes such as recruitment and selection, performance management and succession planning.

a. Determine skills requirements

In order to determine skills requirements, an organisation should identify current and future skills requirements per job. The end result is a skills matrix with related competency definitions. Definitions can be allocated against various proficiency levels per job, such as basic, intermediate and complex.

b. Audit actual skills

The actual skills audit process is outlined below and involves an individual self-audit and skills audit. Results are collated into reporting documents that may include statistical graphs, qualitative reports and recommendations.

c. Determine development needs and plan for training/restructuring

Once skills audit information has been collected, an analysis of the results may be used for planning purposes relating to training and development and other Human Resource interventions. Recommendations are then discussed and agreed actions are implemented. To fully comprehend the skills audit process, an overview of competence is useful.

- *Practical Competence*

The demonstrated ability to perform a set of tasks in an authentic context. A range of actions or possibilities is considered and decisions are made about which actions to follow and to perform the chosen action.

- *Foundational Competence*

The demonstrated understanding of what the learner is doing and why. This underpins the practical competence and therefore the actions taken.

- *Reflexive Competence*

The learner demonstrates the ability to integrate or connect performance with understanding so as to show that s/he is able to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind an action.

Thus competence is understood as including the individual's learning, understanding and ability to transfer and apply learned skills and knowledge across a wide range of work contexts.

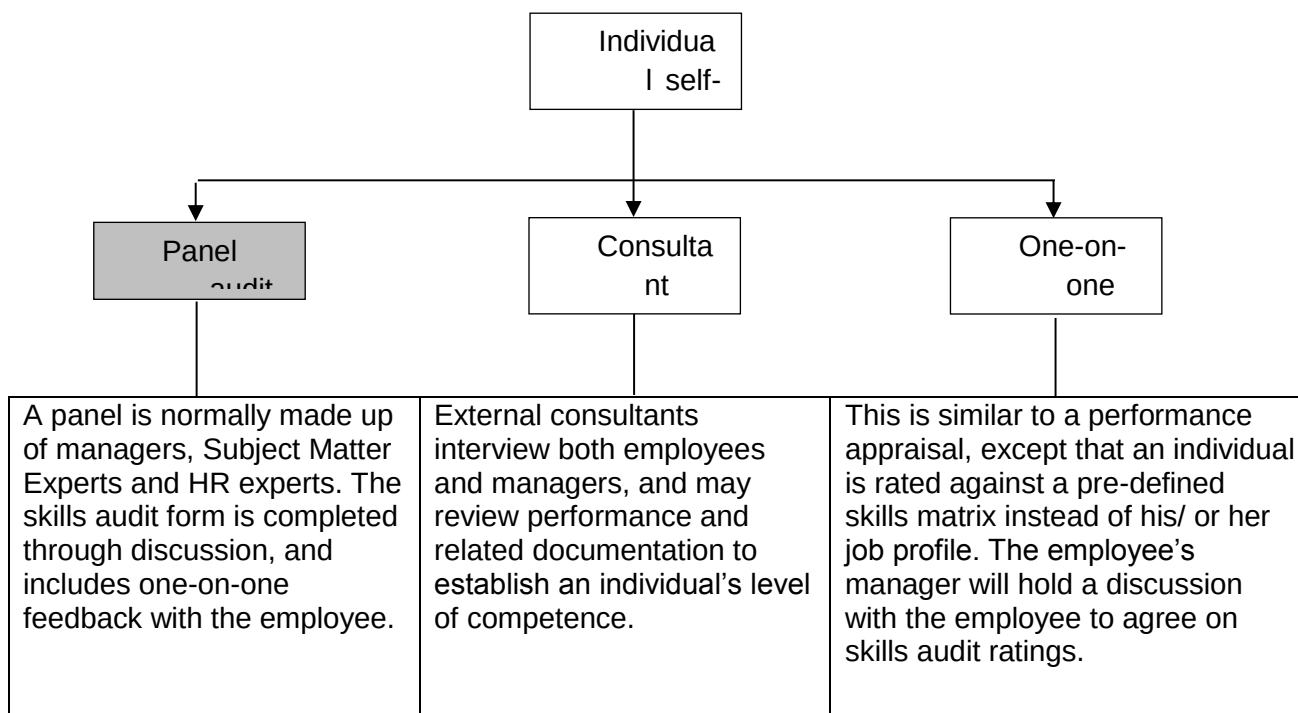


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Current Strategies for Skills Audit Implementation

Skills audits may be conducted in various ways. Current approaches to skills audits include the following:

- ⤴ Panel approach
- ⤴ Consultant approach
- ⤴ One-on-one approach



The panel approach is regarded as the most valid and fair method of conducting a skills audit as it involves individuals who know the employee, subject matter experts and Human Resources personnel. The audit must be conducted in a fair and open fashion, where the employee is provided with ample opportunity to provide evidence and discuss the findings, in relation to their own self audit.

Skills Audit Rating Scale

The skills audit rating scale allows for statistical analysis of the results of the skills audit. An individual or panel rating for each skill listing is allocated and then various calculations are made to interpret and collate skills audit reports. Each rating allocation requires a description and definition.

An example of a Skills Audit rating scale is:

Rating	Description	Definition
0	No evidence of competence	An individual does not currently display any form or level of competence in the skill listed. He or she may require formal training and exposure to the skill in the workplace.
0.25	Some evidence of competence	The individual may demonstrate part competence, but definitely needs formal training and exposure to the skill in the workplace.
0.5	Evidence of competence,	An individual is competent, but needs to improve. Training



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	needs further training	is the most effective solution. The individual may be at a lower level than the position requires, i.e. at linear, instead of complex level.
0.75	Evidence of competence, needs more exposure to the skill	The individual is competent and has undergone training. Further exposure in the workplace would ensure improvement and full competence. The individual may be at a lower level than the position requires, i.e. at linear, instead of intermediate level.
1	Full evidence of competence	The individual is competent in the skills at the level allocated to his/ her position.

Evidence

Evidence of performance and competence should be made available in the following cases:

- Where an employee deems it necessary to prove competence, and
- Where a panel team deems it necessary to request further evidence of competence

There are three types of evidence that may be presented in various formats:

1. Direct evidence – Evidence produced by the employee
2. Indirect evidence – Evidence produced about the employee
3. Historical evidence – Evidence about the employee's past performance

Evidence may be in the form of documents, work-in-progress, training certificates, witness testimonials and/ or videos.

Evaluation of evidence

If and when employees provide evidence of competence, such evidence should be evaluated. The evaluation of evidence should be undertaken against the following:

- Validity

How valid is the evidence in respect to the competence in question?

- Authenticity

Is the evidence authentic? Did the employee produce the evidence him or herself?

- Consistency

Is the evidence proof of consistent performance of the competence in question?

- Currency

Is the evidence proof of current competence?

- Sufficiency

Is the evidence sufficient to make a rating decision?

The Principles of Skills Audits

The principles of skills audits form the foundation upon which skills audits are conducted. They should be strictly adhered to ensure a fair and valid process.

- a) Fairness
- b) Validity and Reliability
- b) Transparency/ Openness
- ▲ Constructive feedback



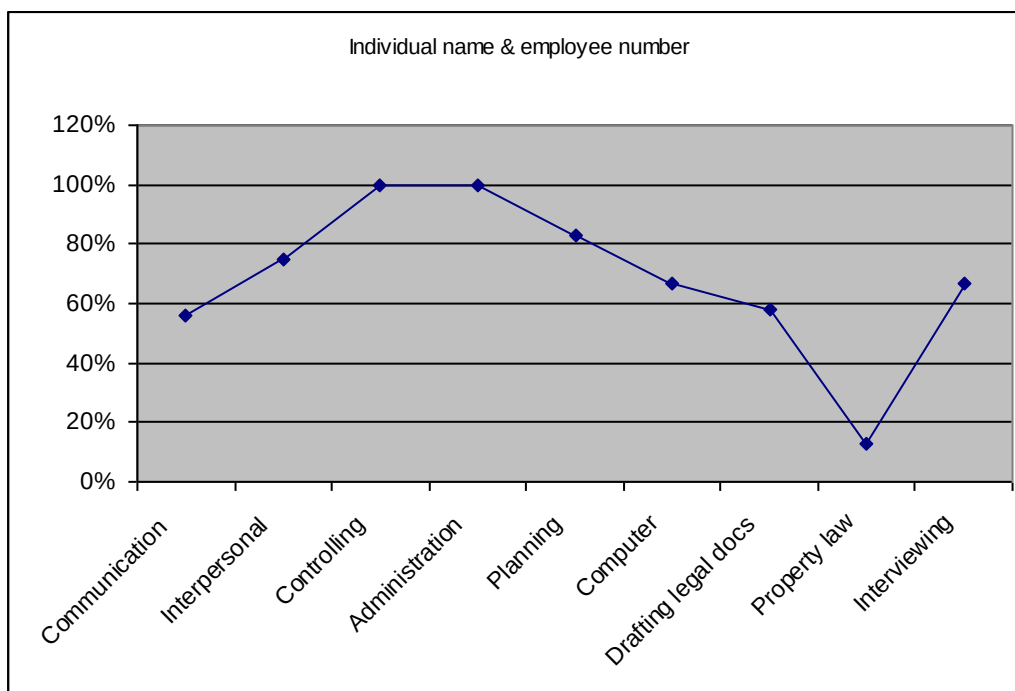
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Reporting Skills Audit Results

The results of skills audits provide information to collate various reports. These reports are vital as they may be used to inform organisational training and development strategy, Workplace Skills Plans, individual development plans and performance management interventions, amongst others. These reports must be stored in a manner that respects the confidentiality of individual employees. It is therefore important to agree on and communicate who has access to skills audit results, and how these people may use the results upfront.

Skills audit reports may take on a number of forms. It is vital however that the following information can be extracted from the reports:

Individual competency profiles (see example of report below)

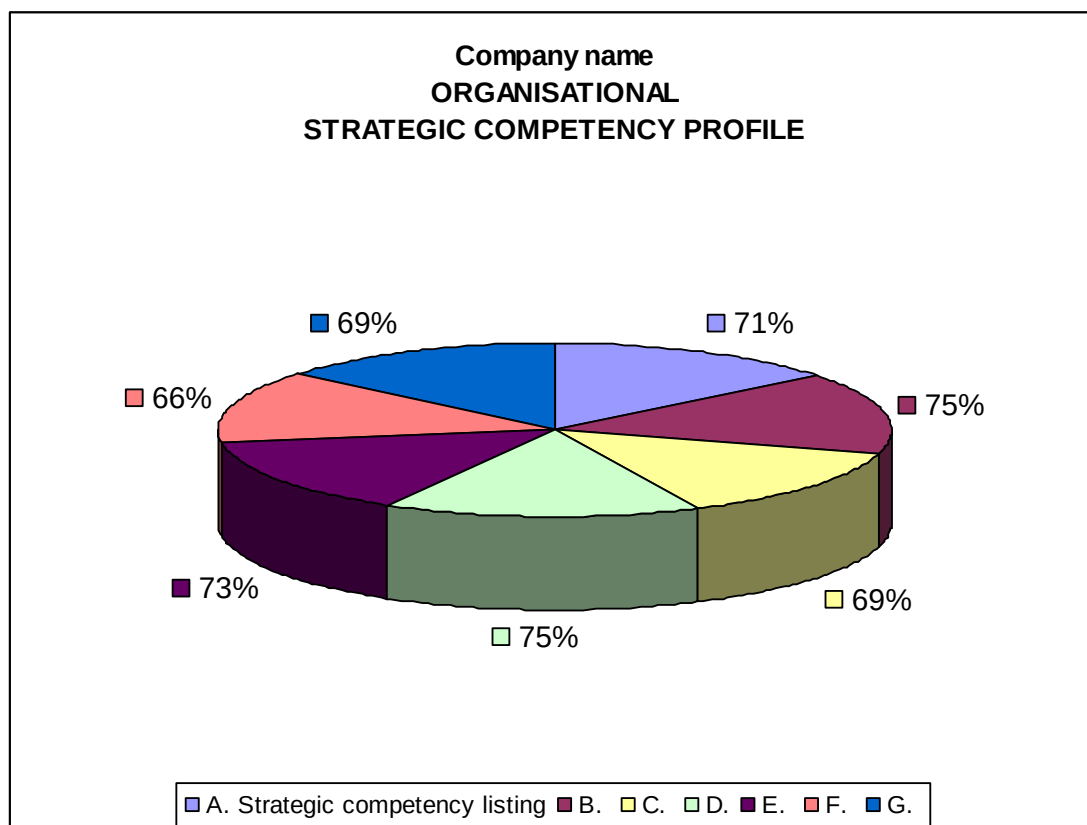
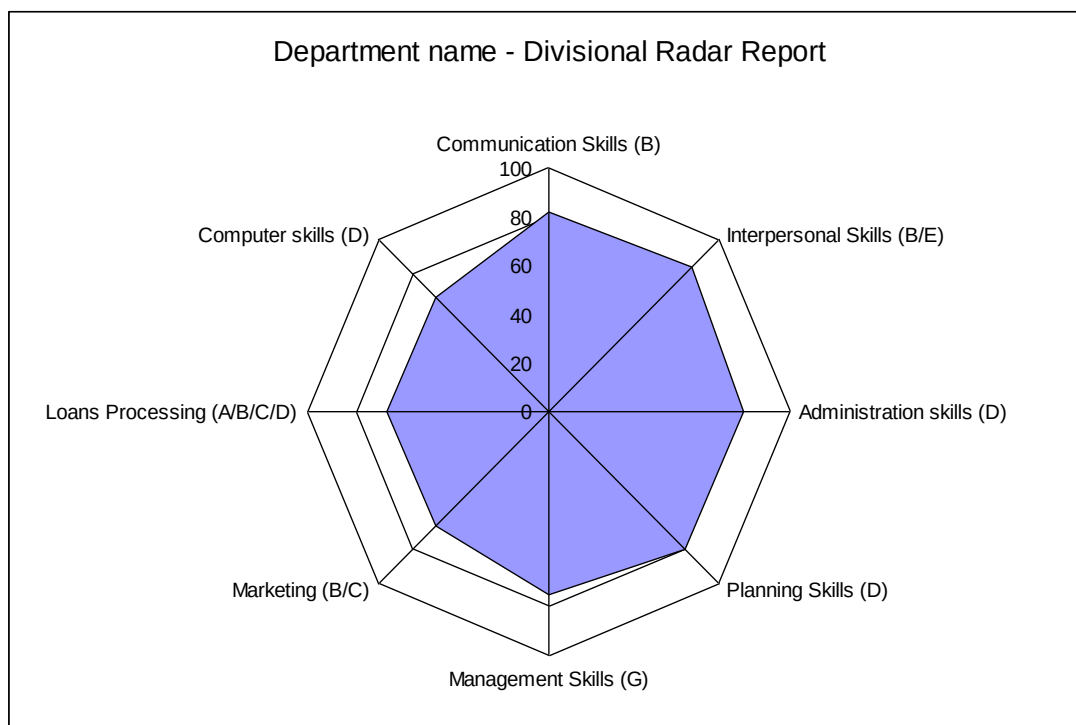




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Divisional radar report (see example of report below)

Organisational pie chart (see example below)





“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

ATTACHMENTS



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

e-newsletter I, September 2012

THE CIRCLES PROJECT

The first international meeting and press conference was held on 25th Sep 2012 in Tryavna as part of the Circles Project: “Innovative integrated services and flexible learning approach to encourage lifelong learning and employment of



marginalized groups”. The project is implemented by **INFOCENTER – Tryavna** (licensed vocational training center) in partnership with two European organizations: FORES Ltd. in Trento, Italy, represented by Mr Giuseppe Montareto and ADESPER – Association on sustainable development and promotion of employment in rural areas in Leon, Spain, represented by Mr Juan Antonio Sancez Rodriguez.

„FORES” Ltd. is a private continuous education company, licensed to provide trainings to adults and implementing its

activities in the autonomous province of Trento in Italy. Trento boasts of being the province of most innovations in education and training.

The company has participated in the creation of quality products under the EQUAL program, co-financed by the European Social Fund (ESF).

„ADESPER” is a non-governmental organization (NGO) from Leon in Spain which is involved in trainings and employment promotion activities to contribute to the sustainable development of its region. It is experienced in projects and activities in areas such as: social inclusion, gender issues, equal opportunities and groups at risk. ADESPER has participated in the creation of quality products under the EQUAL program, co-financed by ESF.





“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

Representatives of the **local authorities** were invited to the meeting, namely: Mr **Dragomir Nikolov, Mayor of Tryavna** and its team, representatives of the **Municipality of Dryanovo**, representatives of the **Social Rehabilitation and Integration Center**, the **Daily Care Center for Disabled People**, the **Short-term Accommodation Center for Elderly People**, as well as representatives of **cultural centers, nurseries and media** from Tryavna and Dryanovo. Ms **Katya Koleva, MP** and member of Labour and Social Policy Commission was a special guest.



Integrated services provide for **easier access to training and employment** for women, especially mothers, one-parent families, care-givers to relatives with disabilities, etc. Flexible learning **focuses on each individual** providing individual assessment of knowledge, skills and training needs in accordance with the labour market needs.

Along with the international meeting of experts in Tryavna, the project envisages two Study Visits to Italy and Spain with representatives of the targets.

The informative event following the press conference was of great interest and the project was widely supported by the local community.

The Mayor of Tryavna declared that the local authorities will be glad to get involved in the CIRCLES project activities. After the press conference, a meeting between the project international guests and the mayor was held in the Mayor's office.

More about the CIRCLES Project

The aim is to unite the efforts of training centers, NGOs and municipalities in integrating a model of flexible learning and additional services for groups at risk, focusing the attention on the importance of integrated services such as kinder gardens and nurseries, kids workshops and studios, Elderly People Centers, Daily Care Centers for the Disabled People, etc.





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OUTSTRETCHED HANDS



The project manager presented the activities, prior and during the social enterprise start up, as well as the expected outcomes.

Following the press conference participants and guests were invited to visit the social enterprise to see what had been achieved up to that moment, as well as to meet the staff.

Our international guests were invited by the Mayor of Tryavna Mr Dragomir Nikolov to attend the press conference given by the team of another ESF-funded project under the Human Resource Development Program – social enterprise for public catering in Tryavna, where the Municipality of Tryavna is the beneficiary.

In this way, two HRDP-funded projects, different at first sight, identified their points of intersection for any future activities and collaboration in the social field.





“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

CASCADE TRAINING

On the following day /26.09.12/ cascade training to potential trainers to train integrated service operators was carried out. Mr Giuseppe Montaretto and Mr Juan Antonio Sances Rodriguez, along with the local experts, conducted the training. The foreign experts shared successful project outcomes, resulting from the EQUAL Program in Europe, funded by ESF.

Expected project outcomes:

- Integrated Services and Flexible Learning Guide for groups at risk;
- Memoranda of Long-term Collaboration between organizations and municipalities from Bulgaria, Spain and Italy.





“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

e-newsletter II, September 2013



CIRCLES Project

As a result of the Circles project from **17th to 20th September 2013** **2 experts and 6 representatives of the targets (NGOs, training institutions and businesses)** visited the autonomous Province of Trento in the north of Italy.

It was the second visit in a partner country in the form of a transnational meeting. An exciting journey with a lot of new information gained and meetings with inspiring people.



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

What did we want to check?

- How do the **Integrated Service Centers** work and are they applicable to Bulgaria?
- How do *public authorities* and *training institutions* interact?



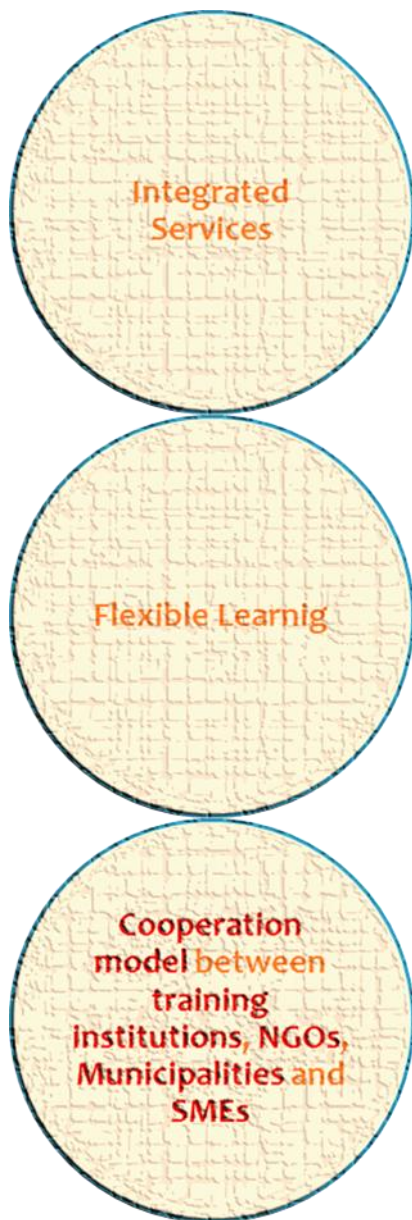
Activities

- Experts' workshop;
- Meeting with **“FORES” Ltd.** staff, as well as representatives and targets of the EQUAL SFIDA Project;
- Study visit to **AGENZIA DEL LAVORO (Trento Employment Agency).**

Province of Trento and the Italian Experience

Strong points:

- autonomous by Constitution, one of the five autonomous provinces;
- 217 municipalities included;
- very-well developed, considered one of the richest in the country;
- production level and export level much higher than the average of the country;
- no big industries;
- economy based on small-scale economic activities;





“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

- very high per capita consumption levels.

Weak points:

- demographic problems;
- a great number of immigrants outside the labour market;
- low level of ICT spread;
- a great number of women over 40s are long-term unemployed.



INTEGRATED SERVICE CENTERS

- ✚ Financed under the EQUAL Program in Italy 10 years ago.
- ✚ Tested in several provinces, including in Trento.
- ✚ Today a huge national network, i.e. sustainable.



THE PROVINCE OF TRENTO AND AT HOME

Main difference

There is relatively low youth unemployment rate in Trento.

Similarity

Once their employment lost 40+ adults experience difficulties in finding a permanent job.

TOPICS WE WERE INTERESTED IN

- ✚ In what way is the individual approach implemented in training – according to the needs of each individual, not the group?
- ✚ In what way are the previously acquired professional skills of people identified?
- ✚ In what way is the need of additional skills assessed?



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

- + Is the needs assessment done in accordance with the labour market needs?
- + What is the role of the training institutions?
 - of businesses?
 - of the State?

INTERESTING FACTS



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ANSWERS RECEIVED

- + Assessment forms and interviews are being used to assess:
 - skills and competences;
 - needs;
 - for self-assessment, etc.
- + Financial and other types of support from the local and regional authorities is available (33% of the total amount for training in Trento is provided by the budget of the Province)
- + Businesses, training institutions and local authorities (employment agencies, for instance) collaborate between each other.

- Trento – offers the best *quality of training* in Italy;
- A functioning *apprenticeship system* is funded both by the Province and the State;
- Universities *collaborate* closely with businesses;
- Trento Employment Agency is totally autonomous (in terms of legislation, administration and finances);
- *GNP is 27% higher* than the average of the EU;
- 228 million euro (100% of the EU funding available) **have been absorbed for 2007-2013 period.** (Italy has absorbed only about 30%)



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

ABOUT AGENZIA DEL LAVORO – TRENTO EMPLOYMENT AGENCY

- + Unique model of autonomy since 1983;
- + Unites all institutions interested in creating and implementing employment policies;
- + Managing Board of 9 members:
 - Employment Agency – 3
 - Association of Employers – 3
 - Trade Unions – 3
- + There are 6 departments - each having 12 Employment Centers – offering vocational orientation and individual approach to users;
- + For the last 4 years investments mainly made in the employed people, not the unemployed!!!
- + Priority given to the third sector, i.e. services:
 - Public services;
 - Trade;
 - Tourism.
- + Awareness of the fact that heavy industry is not a solution for the region;
- + Unemployment rate for the last three months – 6.2 %
- + Employment rate – 65.30 %
- + Activities:
 - Vocational orientation;
 - Observation of the labour market;
 - Support of on-the-job trainings;



- Vocational training for employed people;
- Support of entrepreneurship.
- + Active network of European partners;
- + The main principle – **EXPERIMENT!!!**
- + 20 000 unemployed people trained in the last year – 30% found employment after the training;
- + **Key to success:**
 - creation of an active network of public operators and private organizations to achieve mutual objectives.



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

e-newsletter III, October 2013

CIRCLES PROJECT

As a result of the Circles project from **22nd to 25th October 2013** **3 experts and 3 representatives of targets (NGO and training institutions)** visited the **Province of Castilla y Leon in Spain**.

It was the last visit in a partner country in the form of a transnational meeting. An exciting journey with a lot of new information gained and meetings with inspiring people.



Aim of the visit

- To gain some international experience in the fields of lifelong learning and equal opportunities when creating employment and self-employment;
- To gain some international experience in the field of flexible learning and integrated services;
- To reach symbiosis between two completed EQUAL projects – SFIDA (IT) and CONCILIATE BIEZO (ES), so as to create a methodology and



“Integrated services and flexible learning for groups at risk
GUIDEBOOK”



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

Activities

- Experts' workshop;
- Meeting the team of the **“Man Project Association”**, visiting a center for dependent people in Leon;

The centers of the Association could be found all around Spain working with dependent people and offering an educational and therapeutic approach assuming that all types of dependencies indicate deep individual and social disorder.



The dependents and their families are supported in their labour and social reintegration. The Association supports a database of companies which it “is courting” so that they employ their patients. The sectors which most often respond to their efforts are the building and construction industry, as well as the

telecommunication services (Call Centers in particular).

The state, as well as the local and regional authorities, provides finances for the Association. Funds also come from donations and fund-raising campaigns. Strictly individualized approach to each person is applied. There are two types of programs and therapeutic activities – some function in specialized residential buildings, others are applied in the local centers, visited by the dependents and their families.

- Meeting with representatives of **„ASPRONA BIERZO”** - Association for the Care of Persons with Intellectual Disabilities and their Families;

The Association supports these people in working out their individual projects to improve their own quality of life and promotes social insertion in a society of justice and solidarity.

They also apply a personalized approach to each user taking into account different aspects of everyday life (education and training, housing, free time, financial resources, employment, etc.)



“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”

They believe that the best way to integrate people with intellectual disabilities is by providing training and employment within the limits of their individual abilities. Asprona Bierzo is a member of the National Confederation of Associations serving Intellectual Disability (FEAPS) since 1981. In 2006 they were awarded the Golden Cross of the Civil Order of Social Solidarity "in recognition of their intensive work with people with disabilities and their families in the province of Albacete". About 980 users, 300 of whom are employed people, are served by the Association.

They issue different promotional materials and publications to promote their programs,



activities and special events. It is a way to open the Association to the public.

They make efforts to conciliate their users' family and professional lives by offering

support in developing intellectual abilities and adaptation, psychological and emotional support, as well as physical and health support.

- Meeting with representatives of **"CARITAS"** – formal charity organization supported by the catholic church (68 regional centers in ES and many others around the world);



It works with a variety of targets – from immigrants to socially disadvantaged people. Financial support comes from municipalities, national and European funds, as well as donations.

- Meeting the mayor of the **MUNICIPALITY OF QUADROS (ES)**

The Mayor signed the Memorandum of agreement with the project partners and two more institutions and showed big interest in further collaboration activities on



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behalf of the Municipality of Quadros, as well as on behalf of the province of Leon where he is a deputy governor



Individual approach in their efforts to integrate people in society and the labour market is the common thing between all the organizations visited.





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TABUYO DEL MONTE – THE PLACE WHERE ROADS FINISH

About an inspiring meeting in the middle of
nowhere

Our visit to Tabuyo del Monte will remain
unforgettable – the place where roads



finish. Nothing follows after the village,
where only 300 people live, among which 5
great women. Ordinary country people they
are, and yet not quite. They turned into an
example to follow all around Spain. Today a
great number of people from around the
world come to the place where all roads
finish to meet these 5 women, to admire
them, to learn from them, to get inspired by
them, to enjoy their huge hospitality and
delicious meals.

We are meeting Marisa. Severe but, at the
same time, amazingly charming Spanish
woman. She had inspired the other four and
is still leading them. They trust her and do
their best, because of their families and
their children, because of the village.

In 2004 as a result of an EQUAL project
these women attended and completed a
course in growing mushrooms. They



withdraw a 600 000 euro bank credit and
started to work hard, with enthusiasm and
24-hour energy and being totally aware of
the risk they had taken. By so doing they
continue even up to this day.

They created a small-scale farm first, then
built-up a restaurant, which has recently
been extended. They offer people extremely
delicious food of various kinds. Of course,
mushrooms are a must. A training hall was
built up because they discovered many
people come to learn from them.

Marisa's memories take her back to the
meeting with the bank officials, when the
women applied for a 600 000 euro credit.

**“КРЪГОВЕ: Иновативен подход за интегрирани услуги и гъвкаво обучение за насърчаване на ученето през целият живот и заетостта сред уязвими групи”**

They were asked if their husbands knew. Swallowing the insult the women did not give up. Being treated with distrust as women and envied by most of the other people in addition to their unenviable geographical position appeared not to be an obstacle.

Apart from the mushrooms, they involved all natural resources in their struggle to survive – herbs, forest fruit, historical and cultural heritage, pine trees, etc.

To Marisa, however, nothing of what they had done is as important as the fact that their children, university graduates, live and work in Tabuyo.

They have their own company and produce tar from the pine trees around. Marisa calls the tar “the fresh blood” of Tabuyo.

They all follow one basic principle: –“Do not over-exploit”. They all believe that overexploitation of natural resources means poverty.

They are all open to share the key to their success both with people they know and with strangers. And the key is in Tabuyo – the place, where all roads finish and the lives of 5 women and their children begin.

