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# GOOD PRACTICES COMPENDIUM

How VET-institutions can become more effective in  
bridging education and work



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## INTRODUCTION

*The Good practices compendium is a document that will show the good experience of how VET-institutions can become more effective in bridging education and work. The compendium is developed through a research and survey in EU and beyond. It is done through a cabinet research on already existing catalogs and studies, statistical data and other reliable resources. The Good practices compendium provides information for useful practices about bridging education and works and how VET organizations link trainers to the labor market. The project ICARUS put special emphasis on the culinary and restaurant business in the Constanta - Dobrich region, therefore the compendium provides good practices in restaurant and culinary sector.*

*The types of good practices for the relationship - vocational training, education and finding suitable work are divided on the basis of the type of users who have used the guidance services in finding the right job and the opportunities for realization on the labor market. As a result of a cabinet survey of different practices in the European Union and beyond, the following groups of users were identified:*

- *Vocational Guidance and Education for Secondary School Students*
- *Vocational Guidance and Labor Market of Students in Higher Education Institutions*
- *Vocational Guidance and counseling for employed*
- *Vocational Guidance and job search assistance for unemployed people*
- *Vocational Guidance and support of people with specific needs and problems.*

*The division is conditional and in part of the practices there is intertwining of the users, as in a single practice might be participation of representatives from several groups or from all. Rather, it is made for the convenience of a particular person when selects, only to determine in which of the groups falls and to be enriched with useful and inspirational information.*



## I. Vocational Guidance and Education for Secondary School Students

The subject of choosing a profession starts from the early education of primary school children. Then they get acquainted with the types of professions where they can be exercised and what is required to be engaged in a certain activity. Of course the information is general and the aim is to guide the children in the world of professions. Usually a connection is made with what the parents work and the most popular professions they have already encountered in life - doctor, teacher, salesman, policeman, firefighter, and driver. In the last high school grade, students need a deep and detailed understanding of the professions, how and where they can be implemented, what skills and knowledge they require, how and where to acquire them. This is a serious course of informing and counseling that, if done in a systematic, professional and qualitative way, makes the choice of profession for adolescents easier, they will have a better opportunity to choose the appropriate profession and school where they can acquire it and will be able to orient themselves in the labor market. The good practices selected for vocational guidance for high school students are a very useful example of early information and opportunity assessment and are extremely useful for students before they have taken the first step in the labor market.



### Practice 1

**Company name:**

Civil Education Foundation "MOST Bulgaria"

**Country/region of operation:**

Bulgaria

**MOST**Learning

**Name of the good practice:**

Career-guidance for teenagers

**Description:**

Objectives:

Teenage years are a period of intense personal development and important decisions for education and careers. „Everything you want to know about your career choice and the commencement of work is "a step-by-step training program for career guidance for young people, which aims to offer support and improve their chances for a successful career.

Methodology:

The Career Education Handbook is available online free of charge. It can be used by students independently without further training or by career counselors - in individual and group sessions. The Handbook helps students to think out of the box and see the bigger picture of their professional development. It includes a number of teen stories, reflection / discussion questions, and many practical exercises, assessment and decision making tools. The materials are easy to use and beautifully illustrated. They use the step-by-step method to help students accurately assess their personal qualities, talents and preferences; to familiarize them with the variety of existing



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professions; to help them choose a career and plan their way to it - how to get the necessary knowledge and skills and how to find a job.

#### Impact results achieved:

The Handbook is awarded as the best national practice in career counseling. It is widespread and highly appreciated by career consultants as it facilitates teenagers in the complex process of making educational and career decisions. It helps teenagers to process a huge amount of information, enhances their understanding of the essence of work, and builds a realistic picture of the labor market. The Handbook also contributes to promoting the development of career management skills and inspires young people to take responsibility for their own future.

#### Stakeholders:

Teens, high school students

#### Contacts (web-site, intent links, video, etc.):

[www.most-learning.net/moodle](http://www.most-learning.net/moodle)

email: [office@most-bg.org](mailto:office@most-bg.org)



## Practice 2

#### Company name:

School for Career and Social Skills, Municipal Children's Complex - Plovdiv, Bulgaria

#### Country/region of operation:

Bulgaria

#### Name of the good practice:

School for career and social skills

#### Description:

#### Objectives:

The aim of the program is to support students at the beginning of the high school course in finding a suitable sphere for career development. This is achieved by assessing the personal qualities, abilities and interests of participants by using personal tests and capability assessment tests, exercises, sessions and a specially designed "career notebook".

#### Methodology:

The methodology used by the consultants includes:

- Providing students with information to facilitate the decision-making process related to education and careers as well as helping to find reliable sources of additional information, its processing and use;
- Assessment - psychological tests and game methods for assessing the personal qualities, interests, preferences, values and critical factors of the social environment that have an impact on professional development;





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- Guidance - offering suggestions and recommendations to support the choice of further education and profession;
- Counseling - an individual program for personal and professional development is developed jointly with the students and subsequently support for its implementation is provided;
- Self-training and specific skills development - communication, effective learning, career planning, presentation skills, etc.

Customers use a career notebook containing information and exercises for career counseling and personal development that are suitable for students. It has three chapters. The first explains what career counseling, career, career paths are, as well as - career management skills; work skills; myths and career reality; career planning; job application. The second chapter is devoted to personal development: personality, self, self-esteem, personal characteristics, communication, mental health, time management. The third part contains exercises. The notebook also has applications: dictionary, inspirational thoughts and reference literature.

#### **Impact results achieved:**

Career counseling allows students to develop confidence, improve their social and decision-making skills, increase their awareness of the professional world, and help them to make informed decisions.

#### **Stakeholders:**

Teenagers and high school student

#### **Contacts (web-site, intent links, etc.):**

[www.kalinova.org](http://www.kalinova.org)

e-mail: [ileka@abv.bg](mailto:ileka@abv.bg)



### **Practice 3**

#### **Company name:**

Ahead Partnership

#### **Country/region of operation:**

Great Britain

#### **Name of the good practice:**

Achieve your goal

#### **Description:**

#### **Objectives:**

"Achieved your goal" is a partnership program between the business and the schools of Ahead Partnership - an organization that is based in Leeds. The aim is to encourage students' aspirations by creating long-term cooperation between schools and businesses. Engaging business in career guidance and education is becoming increasingly valuable in the UK. Businesses create employment and vocational training opportunities, to motivate students and help with useful training for skills development.





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### Methodology:

The project is managed by Ahead Partnership, which identifies and links schools and businesses, and then develops a program of practical activities that allows them to work together and meets the specific needs of the school. The activities are different and include skills for job interview, career events and visits to the workplace. As part of the program, students developed new ice cream flavors for a large supermarket chain, had the opportunity to work in a global TV operator, and even helped a team of engineers in designing a playground. Partnerships have a fixed three-year term, with Ahead Partnership providing business partners, planning the whole process. Each partnership is supported by corporate sponsors who, along with schools, provide funding. A larger group of employers, including small business, public sector and local organizations, are attracted to help sponsors through various activities / initiatives. In this way, the resources of the local community are united for greater effect.

### **Impact results achieved:**

Such partnerships have been concluded between schools in the Yorkshire region and large local companies such as the ASDA supermarket chain and the Pinsent Masons International Law Firm. These partnerships have enabled students to get an idea of the opportunities that can be opened for them, as well as the qualifications and experience they will need to work a similar profession. The program was formally announced by former Deputy Prime Minister Lord Hesselton in his report on how to stabilize the economy, increase growth and productivity in the UK. In his words, "business engagement in school curricula needs to be deepened in order to develop young people's understanding of business, to improve their employability, and to foster their understanding of career development and where their future training may take them ". According to Lord Hesselton, the program "achieve your goal already facilitates the connection between schools and employers."

### **Stakeholders:**

Children of school age • local business

**Contacts (web-site, intent links, etc.):** <http://www.aheadpartnership.org.uk/>

email: [info@aheadpartnership.org.uk](mailto:info@aheadpartnership.org.uk)



## Practice 4

### **Company name:**

Plan Your Future Project

### **Country/region of operation:**

Italy

### **Name of the good practice:**

Plan your future

### **Description:**

**Objectives:** This career practice aims: To support the students in their choice of future career. Provide teachers with information and tools to respond to students' needs, questions and concerns.







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Create a regional network. Testing a set of tools applicable in all high schools after project completion.

#### Methodology:

The activity is based on an interactive methodology based on the use of electronic tools:

- 70 video interviews where young people who are already integrated into the labor market as well as more experienced professionals tell about their experience. Students have the opportunity to have direct contact with the interviewees.
- 40 schemes with graphically presented information on educational opportunities, labor market trends, ways of looking for work, working abroad.
- 8 educational brochures for teachers with suggestions on how to organize different activities and thematic sessions in class.

The topics are: active job search, self-employment, working abroad, effective communication and active listening skills, secondary education and educational opportunities. An online space where students can share experiences, good practices, and exchange ideas for projects.

#### **Impact results achieved:**

- 5 300 students have participated in the project activities so far.
- The interactive methodology facilitates access and increases the number of users of the service.
- Building a regional network with local businesses and specialists included.
- Teacher training.
- Constant contact on social networks - Facebook page is available.

#### **Stakeholders:**

Highschool students

#### **Contacts (web-site, intent links, etc.):**

[www.planyourfuture.eu](http://www.planyourfuture.eu)

email: [segreteria@planyourfuture.eu](mailto:segreteria@planyourfuture.eu) Project Prometheus



#### **Practice 5**

##### **Company name:**

Belgrade Open School

##### **Country/region of operation:**

Serbia

##### **Name of the good practice:**

BOŠ karijera

##### **Description:**

Objectives: Online professional guidance and counseling for secondary school students





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### Methodology:

In Serbia, secondary school students and other young people can access online system “BOŠ Karijera” (in Serbian), which provides online personality, interests and skills questionnaires and recommends occupations based on the results. It also provides information on occupations and educational opportunities and an interactive CV online form, as well as online counselling for secondary school students who are planning to enroll colleges and faculties.

### **Impact results achieved:**

Young people get a sense of the qualities they possess and the skills required for the individual professions. In this way, they can judge what profession they are suitable for. Information on occupations and educational opportunities and how to complete a resume is provided as well as online counseling for high school students who plan to enroll colleges and faculties.

### **Stakeholders:**

Highschool students

### **Contacts (web-site, intent links, etc.):**

<https://karijera.bos.rs/>



## Practice 6

### **Company name:**

Foundation "Dreams in Action"

### **Country/region of operation:**

Bulgaria

### **Name of the good practice:**

WishBOX - Dreams in Action! - free career guidance course

### **Description:**

### Objectives:

High school students learn about themselves, the world of occupations, and the skills and knowledge they need to be successful in it.

### Methodology:

The course involves performing several challenging missions to discover their qualities, skills, knowledge and talents. The First Mission is "Me, in the eyes of others," through which they understand their strengths and weaknesses (areas of development), through the eyes of their loved ones and draw "their snapshot" with their key strengths. Together, they agree on the 5 qualities that are fundamental for success in each sphere: organization and responsibility, effective communication, teamwork, initiative and proactivity, creativity. Throughout the course, it tracks the development of these 5 qualities in each individual and within the group as a whole. Mission 2 puts travelers in the challenge of "preparing a baggage" with their knowledge / skills, experiences / achievements, passions / interests. So they look for Element (where talents and skills meet personal passions and







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interests). On the way to the Element, they identify the professions they are interested in and the mentors-professionals they want to meet. Students learn about the relationship between lifestyle and profession, and a professional career consultant talks to everyone about their chosen profession. Breaking down some "myths and legends" about occupations and professional realization with the aim to think about the choices they make. In the last, 3rd module, the students learn how to write a CV and cover letter, how to successfully present themselves in a job interview.

#### Impact results achieved:

An overview of personal qualities, talents and interests is made. Getting to know your skills through the eyes of others, introduction and orientation in the world of professions through mentors - representatives of different professions, preparation for realization on the labor market.

#### Stakeholders:

Students - 8 to 12 grade

#### Contacts (web-site, intent links, etc.):

<http://wishbox.org/>

email: [hello@wishbox.org](mailto:hello@wishbox.org)



### Practice 7

#### Company name:

Bogazici University

#### Country/region of operation:

Turkey



BOĞAZIÇI UNIVERSITY

#### Name of the good practice:

MLARG - M-learning for young people at risks groups

#### Description:

**Objectives:** MLARG is a project which aims to use mobile learning technologies (MLT) to design language teaching materials and methodology for young people (ages 16-17) with limited financial resources studying at tourism vocational high schools.

#### Methodology:

MLARG involves the implementation of mobile learning (m-learning) technologies in foreign language teaching to enhance language learning facilities of students coming from lower socioeconomic backgrounds (ages 16-17) in vocational high schools. Thus, this project is both innovative - e.g., use of technology in foreign language education, and inclusive - i.e., designed for young people at risk groups. The project involves the development of methodology and language learning materials suitable for mobile language learning (MLL), and its implementation. Therefore, it can be said that the methodology and the content developed for MLL and m-learning infrastructures will be the major outcome of the project.

#### Impact results achieved:



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Since during the implementation of the project, the participant will have access to m-learning facilities; it is considered that using m-learning at “anytime and anyplace” will give young people at risk groups a strong feeling of being taken care of, valued, and included in the society. M-learning will also allow them to personalize their way of learning and increase their self-esteem and confidence. Moreover, in the project, through use of m-learning technologies the content will not be presented in a fixed environment but in various environments, such as, PDAs, Cascading Style Sheets and Small Screen Rendering (SSR).

#### **Stakeholders:**

Highschool students

#### **Contacts (web-site, intent links, etc.):**

bayyurty@boun.edu.tr

<http://boun.edu.tr>



### **Practice 8**

#### **Company name:**

Finnish Institute for Educational Research

#### **Country/region of operation:**

Finland

#### **Name of the good practice:**

TET-tori - Web-based resource-centre for period of work experience

#### **Description:**

##### Objectives:

The goal of the Web-based resource-centre, the “TET-tori”, is to assist students, parents, study counsellors and companies by offering information about a Practical Professional Orientation periods and further education, especially with regard to initial vocational study programmes in upper secondary education.

##### Methodology:

TET-tori web pages are structured to work in two ways, according to the needs of the user and according to the educational field.

#### **Impact results achieved:**

This shows an example of how ICT can be used in managing the whole regional guidance provision, not only information in individual guidance process. This makes the whole guidance provision more transparent for the students, parents, providers and companies. The development of cooperation between school activities and the surrounding working and business life can create favourable conditions to the successful study and career line selection process.

#### **Stakeholders:**





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Students, parents, study counsellors and companies

Contacts (web-site, intent links, etc.):

<https://peda.net/tet>



## Practice 9

**Company name:**

**SU Petko Rachov Slaveykov Dobrich**

**Country/region of operation:**

Bulgaria

**Name of the good practice:**

Career guidance system in school education

**Description:**

**Objectives:**

The main objective of the project is to create conditions for enhancing the potential of students and their opportunities for successfully completing secondary education by complementing, developing and building their knowledge, skills and competences acquired in the framework of their compulsory school education.

**Methodology:**

In the school year 2016/2017, students from the first to the twelfth grade were enrolled. "P.R.Slaveikov" High School is the only school in Dobrich district, working on the project "System for Career Guidance in School Education". A Career Club for better access to information for students was opened at the "P.R.Slaveikov" High School. A modern technique has been delivered to the club by which the information can be visualized. The aim of the project is to acquaint students with the types of professions, the professions of their families, information about the given profession and information about vocational schools and universities, as well as the ways of applying. The ultimate goal of the project is to direct students to choose a future profession that meets their skills and abilities.

**Impact results achieved:**

In grade 1-4, career guidance activities and programs aim at identifying and gradually expanding the personal potential of children - as a natural attraction to certain activities; as talents and gifts, and as prominent abilities. This is the period of creation of the first career development projects for children based on the acquisition of the most general information about the professions by observing the professions and labor of the people in the populated area where the students live. The main goal of career guidance for young pupils is to build up attitudes towards positive attitude to work, to realize the benefits of different professions, and naturally to form a desire for future professional expression. The theme "The World of Professions" from the core "Awareness of Opportunities" is activity that was conducted in the pilot classes 5<sup>th</sup> B and 6<sup>th</sup> D class. The first element was to understand "Who am I?", i.e. to learn more about themselves to be aware of their interests, abilities, values and character. Each participant presented himself in a non-standard way. On a sheet, the





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students wrote down their name and wrote a word for each letter of it. Students of the 7<sup>th</sup> G class and the eighth graders of the pilot 8<sup>th</sup> A class participated in discussions of their interests and abilities, together sought out the strengths of each and noted the weaknesses. Leading topics of the discussions were "Choosing a secondary school" for seventh graders and "What should I know about myself, to choose a profession" for eighth graders. "What values are important to me" was the theme of a lively discussion in the 9<sup>th</sup> a class. By defining their values, one gets clarity and focus in life. It can therefore make consistent decisions and take conscious action in every respect. The tenth-graders of the pilot 10<sup>th</sup> A class discussed their preferences and sought an answer to the question, "How do I choose the right alternative?". Group work with the students from the 11<sup>th</sup> A grade was focused on self-knowledge and, in particular, on the control of emotions. People experience so many feelings, from euphoria to apathy and anger, and it is good at least to some extent to learn to restrain our emotions or to master them so that we maintain healthy relationships with others, especially if we are in a working atmosphere or with strangers. Students from the 12<sup>th</sup> A grade discussed one of the most important questions for them at the time, "What do I want and what can I do?" Because it often happens to want something, and when we achieve it, we do not enjoy it, or it turns out, we have wanted or have made a decision in accordance with a foreign opinion.

#### Stakeholders:

Students fro 1 st to 12 klass

#### Contacts (web-site, intent links, etc.):

<http://www.prslaveikov.com/>



### Practice 10

#### Company name:

Vocational High School of Economics Dr. Ivan Bogorov - Varna

#### Country/region of operation:

Bulgaria

#### Name of the good practice:

The project "Mobility without Borders - Skills through Experience"

#### Description:

#### Objectives:

The aim of the project is to apply the knowledge, habits and skills acquired by the students in general and sectoral vocational training in a real multicultural working environment in order to increase their opportunities for successful future professional realization in the general European labor market.

#### Methodology:

Providing real working environment that will raise the level of professional competence and create motivation to work. Forming entrepreneurial, social skills and teamwork skills. Formation of professional interest. Improving the suitability of the students to the labor market. Improvement of personal language competences through communication in a foreign language environment. Enhancing knowledge about culture, lifestyle and the traditions of the UK. Forming students'





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awareness of European citizenship and acquiring a sense of European belonging. Establishing a basis for long-term business-school collaboration. Raising the image of our high school as an institution offering quality vocational education.

#### **Impact results achieved:**

Main activities - conducting a two-week production practice in real London jobs, introduction to life in London, job and transport guidelines, practical training in the specialty area through expert sessions and professional support, assessing progress as well as monitoring the individual development of each participant, preparation of weekly reports and filling in of questionnaires. The project includes three mobilities. Follow-up activities - dissemination of results at local and national level, organization of a conference with the participation of REA Varna, Chamber of Commerce and Local Business, preparation of a Practical Guide, reporting, evaluation and analysis of the activities and results of the project. Through the "Mobility without Borders - Skills by Experience" project, the Vocational High School of Economics - Dr. Ivan Bogorov expects to achieve long-term results that correspond to the reforms in vocational education: acquired professional skills in a real working environment; acquired social skills for adaptation in an intercultural environment; developing the students' future entrepreneurial spirit and initiativeness for successful realization in the labor market; more motivated students for active participation in the teaching process of foreign language and vocational training; building an effective link between business and education and helping closing the cycle training - practice - realization in the labor market; fostering and maintaining understanding and respect among EU citizens; adapting vocational training to the needs of companies; increased attractiveness and popularity of VET.

#### **Stakeholders:**

Students and teachers

**Contacts (web-site, intent links, etc.):**

<http://pgi-varna.com/>



#### **Practice 11**

**Company name:**

Student Advice Hub, Leeds City College

**Country/region of operation:**

Great Britain

**Name of the good practice:**

Leeds City College Printworks Campus

**Description:**

**Objectives:**

Recently at Leeds's local college, one of the most impressive buildings in the city has opened its doors - the £ 25 million Printworks Campus with a status of a building of architectural and historical





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significance. Its purpose is to prepare students for working life by combining a diverse range of professional courses and practical commercial experience.

Methodology:

Printworks courses are diversified - from restaurant and hotelier courses, bakers and butchers to hairdressers and carmakers. The lessons go through different levels from beginners to apprenticeships and internships. The campus is designed to recreate the conditions in a real work environment. For example, the Food Academy Restaurant and Deli, allow students who study restaurant management to work with real clients. The restaurant offers its customers a meal menu prepared by students who were, of course, supervised by a professional chef. This is also the case for other professional courses, which means that after graduation from Printworks, students are well prepared to enter the labor market. The campus also has well-trained staff of professionals who are available to offer career and social support and thus help students to pursue their goals and prepare themselves fully for employment. Other activities to encourage students include employer events taking place at the Food Academy, and this is yet another opportunity for them to showcase their skills and to encourage local businesses to consider taking them on a post-college internship basis.

Impact results achieved:

After its opening, the campus received many praise for the quality and innovative way of education. Thanks to this, the college has developed many links with leading local companies and it is now one of the best training institutions in many sectors. For example, the butchering course was awarded with a prestigious Training Scheme of the Year award in 2015. The success of The Food Academy was also appreciated in TripAdvisor, where commentators describe it as a "hidden treasure".

Stakeholders:

High school students (seniors) • Young people

Contacts (web-site, intent links, etc.):

<https://www.leedscitycollege.ac.uk/student-life/student-support/>

email: [Kathryn.Lea-Williams@leedscitycollege.ac.uk](mailto:Kathryn.Lea-Williams@leedscitycollege.ac.uk)



## Practice 12

Company name:

Junior Achievement

Country/region of operation:

Italy

Name of the good practice:

Junior achievement - Your skills, your future

Description:

Objectives:







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To stimulate students to think and discuss their own future and provide support in defining their individual goals. At the same time, career practice is aimed at providing students with useful information about the labor market, basic financial and legal knowledge that can help them determine their educational and professional career.

#### Methodology:

The main method used is "Learning by experience". By using video tutorials, business games and exercises, greater specificity and practicality is achieved. Career service includes two main activities: Two-hour meetings with students at school: Initially, students have the opportunity to get acquainted with a business expert who presents his/her own educational and training path. Based on his / her experience, students are given the task of thinking about the values, interests, and skills they possess as a resource for their future. Then a "World of Work" poster is introduced presenting all existing professions divided into four areas. Through these techniques and with the help of some practical exercises, students have the opportunity to think about the choices they need to make during their last year in high school. Student camp: short seminars in small groups using the Peer Education Methods. Former students are invited to share with the current high school students their experiences, choices and actions which have helped them build their future. A group exercise is organized during the camp, which aims to identify and highlight individual competences and inclinations.

#### Impact results achieved:

Students acquire specific knowledge and skills to draw the plans for their own professional realization.

#### Stakeholders:

Highschool students

Contacts (web-site, intent links, etc.):

[www.jaitalia.org](http://www.jaitalia.org)

email: [paolo.fiamingo@jaitalia.org](mailto:paolo.fiamingo@jaitalia.org)



### Practice 13

Company name:

Center for Career Counseling and Vocational Guidance

Country/region of operation:

Greece

Name of the good practice:

Reviewing the parents' professions

Description:

Objectives:



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Familiarizing students with various professions, career guidance.

#### Methodology:

Parents and students from the Piraeus area were involved in the activity. Each parent received a questionnaire with five questions that are related to his/her profession. Parents had the opportunity to come to school and talk about their work. In addition to school presentations, student visits were also organized in different companies, at the workplace of their parents. Visiting them, they had the opportunity to experience the real work environment and to closely monitor the activities carried out using the work shadow method.

#### Impact results achieved:

The activities were carried out by the Center for Career Counseling and Vocational Guidance in 1998 in schools in the Piraeus region and included visits to different workplaces. As a result, the students have enriched their knowledge and awareness of different occupations and their understanding of the labor market. Some of the students had the opportunity to be employed as interns to gain experience.

#### Stakeholders:

Teenagers/Highschool students; parents

Contacts (web-site, intent links, etc.):

Morfopoulos Dimitris

62 Epameinonda st.

Kallithea, Athens

6940855849 +30 2130-056784



### Practice 14

Company name:

Mo and Jølster Upper Secondary School

Country/region of operation:

Norway

Name of the good practice:

Learning by doing

Description:

Objectives:

Our vision for entrepreneurship education are for the students to learn by doing, and become selfmotivated and skilled in their lines of education through practical work with customers in their local community. As a vocational school it's our hope that the students will use the skills they are being educated in, by taking on work for local enterprise and organisations. With a skilled teacher as



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a mentor, the students are able to take on real projects for real customers, and learn good work etichs.

#### Methodology:

Since our school is a vocational school, there is a great focus upon learning by doing. This mostly relates to the subjects that are directly linked to the programme the students are attending. For example in the media and communication programme, the three subjects mediadesign, mediaproducton and mediacomunication have a great deal of learning by doing, where in the students might be challenged by the teacher ot plan a information campaign, after the theoretical education it's up to the students to find a theme, develop the information campaign - and then they have the possibility to try to sell it to the county, or other organisations that might have interest in the campaign.

The agriculture programme have the same methods, where the students learn about producing vegetables, and then later might try to sell the products they themselves grow and harvest.

#### Impact results achieved:

This year my student company that I work with enterprenurship with won seven awards in the regional The Company Programme (JA YE) competition. The local media came to us for the article, and we helped them with photographs from the event. Later our two other student companies attended the national competition, and also there we won a award. Again we contacted media and gave them photographs and told them our story. This is important because of media have the pictures and are handed the story, they are more likely to print/publish, than if there are no visusals. The facebook and internett marketing of positive news regarding our entreprenurship is straight forward. We make the stories and send to the one responsible for updating the school webpage/facebook. Longer articles are posted at the webpage, and links sent to the county and regional departement of education. Pictues and more casual short stories are posted on facebook, and "liked" by students, teaches and others.

#### Stakeholders:

Highschool students

Contacts (web-site, intent links, etc.):

<http://rawub.com/imedia.html>



### Practice 15

Company name:

Secondary Grammar School Trebisovska

Country/region of operation:

Slovakia

Name of the good practice:

Vision or plan for entrepreneurship education

Description:





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### Objectives:

Focus on student centred learning, integration in different subjects. There are social studies, history, biology, physics, chemistry, financial capability.

### Methodology:

First of all, students are establishing their own company. They define their name, logo and business plan. Students company work as joint-stock company. Financial sources are coming from selling stocks to their students.

We can divide their actions into 4 separate ways:

1. productions and selling of their own products,
2. organizing cultural and social events,
3. trade activity and
4. charity.

They work as real company, including making the simple accounting. We can name their activity as "learning by doing". They develop their hard and soft skills.

### Impact results achieved:

Entrepreneurship education is in the main plans of school. In common we use facebook page to inform our students about incoming events or new products. We usually look after students feedbacks and we try to solve every problem our students have.

### Stakeholders:

Highschool students, parents of our students.

Contacts (web-site, intent links, etc.):

<https://www.gt12.sk/>



## Practice 16

### Company name:

Centro Studi Pluriversum, Italy

### Country/region of operation:

Denmark, UK, Spain, Italy, Romania

### Name of the good practice:

Widening the future. Improving guidance interventions at school

### Description:

### Objectives:





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The aim of the project was to widen the scope and to enhance the quality of guidance activities in schools, which entails improving teachers' skills and knowledge on the subjects in question.

#### Methodology:

The project has adopted as its pedagogical approach the methodology of Participatory Action Research (PAR) to promote the direct and active involvement of school teachers as researchers. The main aim of this methodology is to create and share new knowledge, based on the emerging needs of each of the involved target groups. Within this perspective, one of the Widening the future core actions was the development of training pathways for teachers based on cooperative learning approaches. With regard to guidance and counselling, is to identify and to facilitate timely intervention, identification, monitoring and tracking activities. Teachers play two roles at the same time: they are experts who share their own experiences and define emerging needs and problems; and they are researchers who collect and evaluate the experiences and resources of others. This process was tested through cooperative twinning trainings during three learning events, one in Italy, one in Romania and an international workshop in Spain, and with the support of an e-learning platform for collecting and sharing the best proposals and resources across working groups from all 5 countries involved in the project.

#### Impact results achieved:

Widening the Future partners designed an international research project to investigate emerging needs for guidance activities in primary and lower secondary school contexts. The research involved schools and teachers in 5 European countries (Italy, Spain, Romania, Denmark and the United Kingdom) and consisted of two phases: national focus groups, carried out face to face; and an international online survey entitled World of Work, carried out through a standard questionnaire translated into 5 languages. The twinning groups were given several opportunities to share both methodological and operational experiences, enhancing in-house resources that had been utilized in different contexts for tackling similar problems. School staff has had a central in the project. During the twinning training sessions, teachers were motivated to reflect on the quality of their guidance interventions and on how to improve their skills and teaching resources. The twinning training model envisages school as a learning community, which can grow through cooperative efforts promoted by the teachers. This process should be supported through a well-organized set of informational, educational and guidance resources, provided with the aid of new technologies. Improvement of quality in learning and guidance processes is the ultimate goal, to be achieved through improving guidance interventions at school the development of key teaching skills, made possible through the support and help of other teachers and the testing of innovative tools and methodologies.

#### Stakeholders:

Students, ESL, Guidance practitioners, Teachers

Over 40 schools were involved in the pilot actions. These schools collaborated with the project partners to design and carry out career guidance and career management skills development activities with students ranging from age 5 to 13. The diverse project actions involved teachers, school counsellors, tutors and guidance practitioners, and reached over 1,300 students.

Contacts (web-site, intent links, etc.):

<http://www.pluriversum.eu/widening-the-future/>



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## Practice 17

Company name:

County Center for Educational Resources and Assistance Teleorman

Country/region of operation:

Romania

Name of the good practice:

Job Shadow Day

Description:

Objectives:

Career guidance provided to future high school graduates gives them the possibility for the duration of one working day, to be the „shadow” of an employee in a company/ or selected institution, based on the expressed interest in a certain profession.

Methodology:

Choosing a profession is a very difficult task, especially if the opportunities are limited. Many youngsters choose a profession mismatching their profile or they do not know clearly what are the responsibilities, tasks or requirements in practicing those professions. After employment they realise that the chosen profession is not what they expected. Through this programme we diminish the rate of mismatch due to inappropriate career decision making. The project had a positive impact on the teenagers, as well as on the local partners.

Impact results achieved:

This project built a bridge between the school and the world of work, helping this way to enhancing the partnership of the school with local institutions and companies.

Stakeholders:

Students

XI and XII grade pupils. Youngsters interested to find out more about jobs, and the specific responsibilities at the work place.

Contacts (web-site, intent links, etc.):

<http://ziarulteleormanul.ro/elevii-din-pedagogic-au-experimentat-o-zi-la-un-loc-de-munca-in-programul-job-shadow-day/>



## Practice 18

Company name:

THE NATIONAL COLLEGE "MIRCEA CEL BĂTRÂN" CONSTANȚA

Country/region of operation:





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Romania

Name of the good practice:

Sci-Tech Challenge Junior Achievement Romania

Description:

Objectives:

The project is carried out at national and European level with the support of ExxonMobil and aims to encourage young people to STEM professions - mathematics, science, technology and engineering

Methodology:

Sci-Tech Challenge is a project introducing high school students into the world of business innovation, combining entrepreneurial thinking with science and technology as solutions to society's challenges and challenges. Hours in the curricular area "Man and Society", in general, and especially Entrepreneurial Education classes. Educational community is interested in stimulating pupils' creativity! The tradition of national and European competitions within the CNMB Constanta partnership with Junior Achievement Romania

Impact results achieved:

The project includes three useful components for students and teachers: An online interactive platform (scitech.ja-ye.org), which you will find Essential information sources in the field of technology and energy and a quiz for the testing of knowledge. Classroom activities, carried out with the support of ExxonMobil experts, who have built a career in science and engineering and helping students understand how innovation, technology and the economic way of approaching the problems can contribute to the success of a business. An Innovation Camp competition, which brings together 15-19 year-olds from several high schools to address a specific business challenge and develop ideas that could be used to solve it.

Stakeholders:

Students and teachers

Contacts (web-site, intent links, etc.):

<http://www.cnmbct.ro/>



## Practice 19

Company name:

"MirceacelBatran" Naval Academy, Constanta

Country/region of operation:

Romania

Name of the good practice:

The Center For The Continuous Development Of Human Resources (Lifelong Learning Center)

Discription:

Objectives: To carry out lifelong education processes, which complete the basic education by including those activities which aim at developing the knowledge, the competences, the skills, and





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the practical abilities necessary to a naval officer. At a given point in his life, the student or graduate will need such training in order to find his place in the society in which he lives. To extend the connections between "MirceacelBatran" NavalAcademy and its beneficiaries in the context of the continuous development of human resources. To put into practice those training activities that help to adjust to the demands and the evolution of the labor market. To update the knowledge and professional competences of course takers. To offer professional conversion. To contribute to professional advancement by allowing course takers to obtain a higher qualification. The continuous development of the teaching staff through specialty and teacher training. The strengthening of the partnership with other educational institutions. To provide consultancy and specialty assistance.

#### Methodology:

Organizing optional courses of maritime safety for the students of Merchant Navy Faculty; Organizing postgraduate courses for graduates of long or short undergraduate programmes; Organizing continuous development courses for the personnel in field of education: teachers, teaching assistants, managers, administrative and secretarial staff; Organizing courses of continuous professional development or lifelong learning for adults through professional training and obtaining new professional qualifications; Organizing conferences, colloquiums, work sessions in order to promote networking among students, university staff and industry specialists in country or abroad; Liaising in collaboration programmes, materialized in research contracts aimed at promoting new technologies; Creating partnerships, exchanges between our students, teachers, specialists and administrative personnel and other national or international universities and institutions with the purpose to improve their organizing, teaching, scientific or management skills and to facilitate their participation in national and international programmes. Promoting the image of "MirceacelBatran" NavalAcademy nationally and internationally; Acquiring professional competences through: initial, qualification, development and specialty training.

#### Impact results achieved:

The main mission of the Department for the Continuous Development and Technological Transfer is to offer beneficiaries both inside and outside the academic community continuous learning programmes through which professional development and technology transfer can take place. Starting with October 2011, the department has changed its title to The Center for the Continuous Development of Human Resources. Purpose: The development of the capacity of "MirceacelBatran" NavalAcademy to collaborate with crewing companies and local institutions by organizing training courses and maritime security courses. The Center for the Continuous Development of Human Resources is a provider of professional development which aims at offering and improving continuous development services.

#### Stakeholders:

Our courses target students who want to acquire skills and competences in seamanship, graduates (through postgraduate courses), naval officers who want to complete their studies in order to obtain the management certificates as well as all the personnel of the academy's partners who want to develop various competences through our training programmes.

Contacts (web-site, intent links, etc.):

<http://www.anmb.ro>

E-mail: [relatiipublice@anmb.ro](mailto:relatiipublice@anmb.ro)



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## Practice 20

Company name:

Kavarna Municipality, Association "Partners 2000", "Ovidius" University of Constanta

Country/region of operation:

Romania, Bulgaria

Name of the good practice:

Improvement of the conditions for employment of youth in the tourism sector

Description:

Objectives:

The project aims to increase the competitiveness of the youth work force from cross border region and stimulate its mobility across the border.

Methodology:

Improved professional qualification and language competence of 80 people, 1 Virtual Centre for Promotion of Employment created, 200 legal consultations delivered to the youth from the region, 4 job fairs carried out, 1 joint strategy for managing human resources in tourism sector.

Impact results achieved:

480 participants in joint local employment initiatives and joint training, 80 participants in joint educational and training schemes to support youth employment, educational opportunities and higher and vocational education across borders, 5 initiatives that activate workforce mobility in the cross border area, 22880 people that have access to joint employment initiatives.

Stakeholders:

Students, employed and unemployed people

Contacts (web-site, intent links, etc.):

<http://www.kavarna.bg/>

[eu@kavarna.bg](mailto:eu@kavarna.bg)



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## II. Vocational Guidance and Labor Market for Students in Higher Education Institutions

Once they have made their choices for education, the youngsters have already focused on what they want to work after graduation. Often, however, the end of university education is not the beginning of employment path. In many cases, the young people have chosen what and where to study, not because they want to work a particular profession and they are trained for it, but have just liked a university and a specialty for other reasons - the subjects being studied, the reputation of the university, the qualification acquired implies more than one occupation, and so on. The new opportunities provided by the dynamically evolving economic environment are also crucial. Businesses dictate the demand for different occupations in the labor market and the disappearance of outdated ones. Sometimes it turns out that leaving the university, the graduate student has to retrain, because what he has studied is very difficult to be applied to the labor market. In addition, new professions are being born very quickly as training is not provided for them, so the employers train the staff they need. The need to inform and guide students before they left the university in terms of the labor market, its mechanisms and requirements has been proven and the good practices suggested show the great benefit for the young people of the timely provision of adequate information.



### Practice 1

#### Company name:

Career Consulting Center Selfinvest

#### Country/region of operation:

Bulgaria

#### Name of the good practice:

A journey through the Amerindic lands

#### Description:

#### Objectives:

„A journey through the Amerindic lands” It is an educational game based on learning through experience and group career counseling. It targets young people aged 15-25 years and aims to support the development of their career management skills, flexibility and employability.

#### Methodology:

The journey is structured in two parts. In the first part, the participants form teams of "travelers" who participate in an expedition to a hidden treasure. The facilitator acts as the leader of the expedition and leads the participants through various challenges in which they have to survive and find their way to the ultimate goal. Throughout the trip, participants are actively involved - they are looking for traces and resources, discussing and negotiating, making difficult decisions for a limited time, passing through different trials of fate on their way to the ultimate goal. The intensity of the challenges, the competition and the limited time increase the emotional dynamics and the impact of the experience. After the end of the game, the leader initiates a group discussion - an inner journey that encourages participants to share their experiences and emotions. They reflect on how





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their solutions, strategies, approach and performance have contributed to the results achieved. The simulation provokes a fruitful self-analysis and conclusions about career development. The duration of the entire process is between 90 and 180 minutes.

### Impact results achieved:

Hidden behind the scenario of the game, learning is unusual, attractive, powerful and unforgettable. Young people demonstrate a variety of career-related skills such as critical thinking, leadership and communication, SMART goals and decision-making. Participants learn from their own experience and identify themselves with the changes they need to make in the future. They learn about various factors that influence career success, learn how to act flexibly, how to cope with new challenges and manage their careers in the desired direction. This Career Practice won the Best Practice in Career Counseling Award.

### Stakeholders:

Students, Young people

### Contacts (web-site, intent links, etc.):

[www.selfinvest.eu](http://www.selfinvest.eu)

email: [tanya@selfinvest.eu](mailto:tanya@selfinvest.eu)



## Practice 2

### Company name:

University of Architecture, Civil Engineering and Geodesy

### Country/region of operation:

Bulgaria

### Name of the good practice:

Career experience through volunteering

### Description:

#### Objectives:

Combining internships with volunteer work helps students in the field of architecture and civil engineering to gain practical experience, increase their knowledge of the overall process of construction and demonstrate their proactivity and civic engagement.

#### Methodology:

The partnership between Habitat Bulgaria and the Career Center at the University of Architecture, Civil Engineering and Geodesy (UACG) is an example of creating shared value. The mission of Habitat for Humanity is to provide housing for people in need. To achieve it, the organization relies heavily on volunteering. The Career Center promotes the initiative among the students of UACG and gathers volunteers for the summer months. By participating in the project free of charge, students acquire practical experience on the construction site and at the same time contribute to a very noble cause. Students in the upper classes exercise their skills to read plans and mentor their younger colleagues.





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Through partnership with Habitat students are involved in a new and very interesting combination of volunteering and internship that helps them develop not only as professionals but also as personalities.

#### **Impact results achieved:**

As a result of the initiative, four family houses have been built so far. The impact of the project on the students is enormous. Participation in it increases their professional self-esteem and motivation for career development in the chosen field. The ability to participate in real construction works is of immense value for their future professional realization. Such participation is not foreseen in the university programs for the period of study but it helps students acquire important knowledge and skills for the operational work in the construction sector and this gives them a competitive advantage over their colleagues in a future job search process. Future plans of the Career Center are to include the cause in the life of the university. The possibility that students' thesis can be a project of Habitat buildings and after their defense to be realized in practice is already under discussion.

#### **Stakeholders:**

Higher education students

#### **Contacts (web-site, intent links, etc.):**

<http://www.uacg.bg/>

email: [career@uacg.bg](mailto:career@uacg.bg)



### **Practice 3**

#### **Company name:**

The University of the Federal Employment Agency (HdBA)

#### **Country/region of operation:**

Germany



#### **Name of the good practice:**

Detecting and Preventing Drop out from Higher Education or Supporting Students to Switch Successfully to VET

#### **Description:**

##### Objectives:

The project aims to equip students as well as student advisers at universities and careers advisers at employment agencies with tools, knowledge and resources that help to detect dropout risks and to provide or find adequate support.

##### Methodology:

The Student Self-Reflection Tool will help students themselves and student advisers to detect dropout risk. In addition, information for students and advisers will be provided on where to find appropriate support and assistance. Face-to-face training for student advisers as well as consultants in which participants will be provided with knowledge e.g. understanding and preventing Drop out from Higher





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Education, the handling of the PrevDrop Student Self-Reflection Tool, counselling concepts to prevent dropout from higher education and ways to support students to switch successfully to VET. An online learning platform ensures wide and easy access to materials and resources provided for the project's target groups.

#### **Impact results achieved:**

Promoting cooperation between student counsellors at universities and careers advisers of employment agencies (e.g. by common training courses that advocate networking and mutual understanding of each other's work).

#### **Stakeholders:**

Students

#### **Contacts (web-site, intent links, etc.):**

<http://www.hdba.de>

email: hochschule.prevdrop@arbeitsagentur.de



### **Practice 4**

#### **Company name:**

Varna University of Economics

#### **Country/region of operation:**

Bulgaria

#### **Name of the good practice:**

Career Center



#### **Description:**

##### Objectives:

To improve students' skills regarding their careers, their successful application for internship / job and professional career development.

##### Methodology:

The success of the career plan and the development of all the necessary skills for the successful realization of the students are followed. An important part of everyone's career plan is self-assessment, including skills, qualities, values and interests. They also affect issues related to the interpretation of job placements, preparation of application papers, types of interviews and ways to successfully deal with them, developing negotiation skills, presentation skills. The exercises in the subject are developed interactively, and these main points are considered through role plays, self-assessment tests, career alternatives, open discussions. The main task of leading the course is to get students accustomed to freely express their opinions related to their professional development. The objectives are the opinions to be shared to the audience, not as in individual career counseling - only with the career consultant.



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### Impact results achieved:

It gives students practical knowledge in business. Students can actually apply some of the acquired theoretical knowledge and develop or create new personal skills. The tasks to be assigned are of a different nature.

### Stakeholders:

Students in higher education institutions

### Contacts (web-site, intent links, etc.):

<https://uebn.ue-varna.bg>



## Practice 5

### Company name:

Ruse University "Angel Kanchev"

### Country/region of operation:

Bulgaria

### Name of the good practice:

Employers' Days - Users of Personnel

### Description:

### Objectives:

Establishing partnerships able to meet the needs and skills of the labor market. Basic tasks:

- Permanent dialogue between university and business;
- Development of a system for ensuring a continuous connection with the graduates of the university;
- Development of new professional fields, as well as specializations and courses for continuing education;
- Providing financial resources from the project activity.

### Methodology:

Every year, all faculties and affiliates hold meetings with companies during the initiative. Collaboration with employers' organizations in updating the curriculum of the programs and collaboration on content of the course. Conducting part of the practical exercises in the business environment in order to use their material base. Workshops, seminars, roundtables and discussions with the participation of the academic community, employers' organizations and students. Explanatory campaigns University - Business - Public Environment among employers and stakeholders to increase businesses activity as users of educational service.

### Impact/results achieved:

Development and validation of fruitful cooperation in favor of quality higher education, prospective realization of young people and the prosperity of the region and the country.





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### Stakeholders:

Students from Ruse University "Angel Kanchev"

### Contacts (web-site, intent links, etc.):

<https://www.uni-ruse.bg>

[secretary@uni-ruse.bg](mailto:secretary@uni-ruse.bg)



## Practice 6

### Company name:

University of Pennsylvania

### Country/region of operation:

USA

### Name of the good practice:

The chatbot virtual assistant



### Description:

#### Objectives:

The students to get better access to better information for their career development.

#### Methodology:

University of Pennsylvania Career Services launched its Penn Career Bot as a pilot in January to better connect visitors to its website with the information they are seeking and other information they might not know is available. The chatbot is a virtual assistant that launches when someone visits the career services website. The chatbot is a line of code embedded in the web template so that the bot appears on the website's homepage. The vendor that University of Pennsylvania Career Services uses scanned the office's website and built a database with keywords. In addition, the career center provided aggregated, anonymized career-outcome data from the previous year, which the chatbot scanned. This is data that we've always had, but it was never interactive before," DeAngelis adds. "It was always in a static PDF. Now students can interact with it and drill down into it. We've been discussing ways we can make that more obvious and prevalent in the chatbot window so students know that's something we offer.

### Impact/results achieved:

As of July 11, the Penn Career Bot had nearly 950 unique users in the last 30 days and almost 6,000 unique users since its launch. There have been more than 11,100 total interactions. In addition, bot accuracy was at 86 percent: Nearly 3,400 questions were asked; almost 3,000 were answered and slightly more than 400 were not able to be answered. We are so much about information. Career centers traffic in information. Students come to us and want information. They come to our website and our other platforms at all hours of the day and night. Anecdotally, students are telling us that our website is easier to use because of our chatbot. It is a tool through which they can get better access to better information.



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## Stakeholders:

Students

Contacts (web-site, intent links, etc.):

<https://www.vpul.upenn.edu/careerservices/>



## Practice 7

**Company name:**

Thessaloniki University "Aristoteleio"

**Country/region of operation:**

Greece

**Name of the good practice:**

Multimedia for Career Guidance



**Description:**

Objectives:

In order to encourage the use of new technologies to support the counseling process, the Aristoteleio University of Thessaloniki's Career Center has developed an easy-to-use guidance on career guidance with multimedia applications included. The aim of the guide is to support and guide the development of professional skills for each student or graduate by using interactive exercises, videos, useful information and tips as well as examples of self-presentation tools.

Methodology:

The guide is a multimedia application that is used in conjunction with the group and individual counseling process. It is intended to support students and post-graduate students at the university. The tool contains a series of steps that help the student or the post-graduate student in decision-making, planning and organizing job search, as well as in seeking educational opportunities and achieving a wider range of professional goals. The user chooses what steps to go through and what information and advice he wants to get. The main steps are: 1) Introduction to the career management process; Test for exploring professional opportunities, self-knowledge and assessment of readiness for job search; 2) Exercises for self-knowledge and assessment of professional skills and values; 3) Information on methods, resources and ways to explore suitable professional alternatives as well as videos of participants in internships or internship coordinators at the university; 4) Exercises for decision making and evaluation of alternative professional choices; 5) Useful tips and materials for decision making and preparation of an individual action plan; 6) Presentation of alternative ways and methods of training and lifelong learning; post-graduate training opportunities; work portfolio; advice from the academic supervisor; 7) Guidelines for preparation of a CV, a job interview, a recruitment test; video material featuring a human resources manager about the importance of self-employment tools in the job search and career management tips; 8) Methods and techniques for effective job search in Greece and abroad. Video for the labor market presented by the Human Resources Manager, including job search tips abroad; 9) Guidelines and tools for assessing job offers; dealing with rejection of the application and negotiation skills.



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### Impact/results achieved:

The guide is an effective and useful tool for career counseling and management that receives excellent consumer feedback.

### Stakeholders:

Students and post-graduates

### Contacts (web-site, intent links, etc.):

<https://www.dasta.auth.gr/>

email: [papakota@auth.gr](mailto:papakota@auth.gr)



## Practice 8

### Company name:

Varna University of Management

### Country/region of operation:



1. Bulgaria - Varna University of Management, Bulgaria
2. University of Thessaly, Greece
3. Reykjavik University, Iceland
4. Marconi University, Italy
5. WestBIC, Ireland
6. University of Indonesia, Indonesia
7. BINUS University, Indonesia
8. Mapua Institute of Technology, Philippines
9. Saint Louis University, Philippines
10. IdeaSpace Foundation, Philippines
11. University of Cebu, Philippines

### Name of the good practice:

BEEHIVE

### Description:

#### Objectives:

The BEEHIVE project chief goal is to build sustainable university-based entrepreneurial ecosystems at higher education institutions in Indonesia and the Philippines. The project is geared to enhance their students' and graduates' employability and ability to create jobs. Furthermore, the project strives to support the involved universities' transformation into entrepreneurial universities.



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GOVERNMENT OF BULGARIA



The BEEHIVE project has five specific objectives, namely:

- To map out and benchmark the status of the Partner Countries universities towards an alignment with the entrepreneurial university concept.
- To create and disseminate knowledge in the field of entrepreneurship across the campuses of the partner universities in Indonesia and the Philippines and to build students' entrepreneurial skills; to build consciousness of students start-ups' game changing role in both job creation and students' personal development.
- To build sustainable entrepreneurial university ecosystems by establishing and embedding start-up accelerator cohort-programmes at the partner universities in Indonesia and the Philippines.
- To improve the partner universities' student and graduate employability and to create self-employment opportunities through streamlined business start-up support in the framework of designated seed accelerators.
- To empower the universities in Indonesia and the Philippines to transform gradually into entrepreneurial universities by obtaining a specific quality label certifying the excellence and efficiency of their entrepreneurial ecosystem

#### Methodology:

The project introduces the novel holistic approach of entrepreneurial ecosystems that sees entrepreneurship not merely as individual efforts but as a process of networking and creating synergies between different stakeholders. Thus, through BEEHIVE the partner universities in Indonesia and the Philippines will engage with a broad range of external stakeholders including business partners, investors, venture capitalists, social entrepreneurs and policymakers.

BEEHIVE main activities and key outputs include:

- Elaboration and publication of two different Towards the Entrepreneurial University National Benchmarking Reports, one for Indonesia and one for the Philippines (Work Package 2)
- Design and delivery of a Massive Open Online Course (MOOC) entitled Entrepreneurship for All to disseminate up-to-date training and knowledge in the field of entrepreneurship across the campuses of the partner universities in Indonesia and the Philippines and to build students' entrepreneurial skills.
- BEEHIVE Accelerator Programme induced at the partner universities in Indonesia and the Philippines to improve their student and graduate employability and to create entrepreneurship-based self-employment opportunities through streamlined business start-up support in the framework of designated seed accelerators.
- BEEHIVE Label designed to provide certification of universities in Indonesia and the Philippines in regard with their entrepreneurial ecosystems' excellence. The BEEHIVE Label shall further enhance the partner universities' gradual evolvement into entrepreneurial universities.
- **Impact/results achieved:**
- At least 1000 students and graduates will benefit from the MOOC delivered in English in the project (Work Package 3)
- At least 10 business start-ups will be created through the BEEHIVE programme.
- At least 3 universities in Indonesia and the Philippines will be certified and awarded a BEEHIVE Label over the course of the project.





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## Stakeholders:

Students

## Contacts (web-site, intent links, etc.):

<http://beehive-erasmusplus.eu/>



## Practice 9

### Company name:

Department of Education, communication and learning, University of Gothenburg  
Oslo University

### Country/region of operation:

SWEDEN

### Name of the good practice:

Learning to support. Bridging educational knowledge traditions and situated knowing in technologically intensive work practices

### Description:

#### Objectives:

The aim of this project is to analyse how professional and traditional forms of knowing (appropriated within the educational system) relate to, and are challenged by, new ways of organising work and new technological tools in 'high tech' environments.

#### Methodology:

The project is directly relevant for technical programmes in upper secondary schools and universities, but also contributes in general to educational programmes currently challenged by the introduction and use of new technologies in their specific professional fields. Learning and problem solving are, in this new setting, necessary for achieving continuity of everyday practice. This empirical case will be compared with a more traditional work setting (a hospital ward) in which a new technological tool needs to be integrated into, and adjusted to, an established work organization. What do these new professional fields require in terms of formal educational schooling, how is collective knowledge organised and shared and what is the nature of learning at such work sites? Theoretically, learning is conceptualised as driven by continuous attempts to solve dilemmas and close gaps in the on-going activity. This is accomplished by using modes of knowing and reasoning emanating from educational practices when encountering the demands of locally situated sense making and collaborative action.

### Impact/results achieved:

Our empirical case, an IT support unit, works with problem solving in relation to technologies as both the means and contents of work.

## Stakeholders:

Students in University and Secondary schools





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### Contacts (web-site, intent links, etc.):

<https://ipkl.gu.se/>

Phone: +46 (0)31 786 0000

Fax: +46 (0)31 786 2391



### Practice 10

#### Company name:

Klaipeda University

#### Country/region of operation:

Lithuania

ATI ert GmbH education, research and furtherance of cooperations, Germany

Gdansk Entrepreneurship Foundation, Poland

#### Name of the good practice:

South Baltic Bridge - bridging the gap from science education towards skilled labour forces working in blue and green economy sectors

#### Description:

##### Objectives:

The project is aiming build a bridge between education and requirements of engaging SMEs by developing a new approach based on the German concept of the "TechnOlympics", which was piloted in the Project SoBaTo in SBP 2007-2013.

##### Methodology:

The South Baltic Region has many competitive strengths: a vibrant service sector, a performing education system and a huge potential for green and blue growth. Despite a lot of good initiatives to increase the share of labour force working in the blue and green economy sector the SB Region is still facing the need to identify and overcome the obstacles; like the lack of interest to the youth for technical education, the interest of pupils in blue and green studies and a mismatch between higher education and the labour market of the green and blue sector. The challenge to be addressed by the project "SB Bridge" is to improve motivation for green and blue related studies and jobs for pupils, who are bridging from school to tertiary or vocational training, increase number of youngster with interest for green and blue studies and reduce the mismatch between higher education and their graduates and the green and blue labour market. The targeted project SB Bridge is based on the concept where cross boarder events of a competition to arouse teenager's interest in technics and innovation. The implemented competitions were on theoretical and practical tests. The practical test was based on real live requirements and tasks of involved SME. The intended project will develop this concept towards a more specialized focus on the SBP's priorities on blue and green industries and required skills to the whole SBP Region by involving more partners. The seed money is needed to develop a project that can be rooted long term in SB countries.

#### Impact/results achieved:

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The purpose is an innovative approach to raise motivation on the one hand and on the other hand matchmaking between skilled pupils and graduates and SME.

#### Stakeholders:

Students in University and Secondary schools

#### Contacts (web-site, intent links, etc.):

Name: Klaipeda University  
Contact person: Rasa Viederyte  
Address: Herkaus Manto St. 84, LT-92294 Klaipeda  
Region/Subregion: Klaipedos apskritis  
Country: Lithuania

Name: ATI ert gGmbH education, research and furtherance of cooperations  
Contact person: Andy Albert  
Address: Alter Holzhafen 19 Wismar  
Region/Subregion: Mecklenburg-Vorpommern  
Country: Germany

Name: Gdansk Entrepreneurship Foundation  
Contact person: Lucyna Formela  
Address: Lęborska 3b, 80-386 Gdańsk  
Region/Subregion: Pomorskie  
Country: Poland



### Practice 11

#### Company name:

DePaul University Career Center

#### Country/region of operation:

USA



#### Name of the good practice:

Job shadowing - orientation a key for maximizing results

#### Description:

#### Objectives:

To give employers an additional way to connect with students. We want to show that there are many different paths these graduates can take. The program introduces students to a professional work culture and career opportunities that relate to their interests and skills.

#### Methodology:

The job shadowing is a one-day assignment, from 9 a.m. to 5 p.m. The DePaul Career Center selects six dates on which students and employers can conduct their job shadowing. All of the dates occur



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during the December break, when there are no classes or exams. Employers are encouraged to expose students to the various aspects of their businesses.

#### **Impact/results achieved:**

Launched in 2014, 19 students and 11 employers participated that first year. The program grew in 2015r, when 44 students and 24 employers took part. At the end of the program, participants are surveyed to assess their satisfaction. Both years, all participating employers said they would participate again. Likewise, all participating students said they would recommend the program to a friend.

#### **Stakeholders:**

Students

#### **Contacts (web-site, intent links, etc.):**

<https://resources.depaul.edu/>



### **Practice 12**

#### **Company name:**

University of Padova

#### **Country/region of operation:**

Italy

#### **Name of the good practice:**

Local Job Market Observatory

#### **Description:**

##### Objectives:

Obtain a wide spectrum of information on the job market useful for designing the University's educational program in such a way as to give civil society and the professional sector a consistent outline of the real possibilities of absorption, characterized a set of professional figures which are quickly inserted within the market as well as by proper interpretation of the requested skills of the job market and a clear affirmation of the "added educational value" achieved through the university.

Operate on a day-to-day basis in orienting students towards internship activities and graduates toward work, as well as to promote the occupations of graduates, researchers, and graduate students.

##### Methodology:

The job market is a virtual place in which requests for work from companies and institutions and the offers of potential employees coincide. For a university graduate, introducing oneself into the job market means communicating a transparent act of availability to cover a professional role. The job market with which a graduate could relate can be defined on the basis of different variables, such as the size of the territory (there are provincial, regional, national, international job markets, etc...), but also on the skills required, the economic risk the graduate is prepared to take, and other factors.



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The Local Job Market Observatory exclusively considers the local job markets; that is, minimum territorial sectors within which demand and request can be matched. This exclusivity can be attributed to the fact that the job markets on other territorial levels are less relevant to occupation, because they concern limited numbers of units, as demonstrated by various studies. The local dimension corresponds to the territory in which people carry out the majority of their daily lives, including work; therefore, in terms of occupation, knowledge of intraregional local markets can support the choices of a large majority of graduates from the University of Padua.

#### Impact results achieved:

The quantitative and qualitative analysis on local job markets carried out by the Observatory is based on an integrated system of indicators made up of a hierarchical set of statistical measurements which represent reality, the object of study. The indicators utilized are qualified into different categories which refer to themes of key relevance in order to be faithful representations of the job markets: • Condition of the population: links between the population and the job market, • Production system: consistency of economic-productive entities and their activities, • Systems of placement and job/professional orientation: public institutes, private businesses, schools and universities, • Job offers: description of the job offers from a quantitative and qualitative perspective, • Job demand: immediate, historical, short-term and longterm requirements, • Points of contact between labor demand and offers: analyzing cases in which demand and offer intersect, cases in which job offers are not filled and cases in which demand is unable to be satisfied, • Interventions on the job market: in education, in the job market, information and orientation.

#### Stakeholders:

Students

#### Contacts (web-site, intent links, etc.):

<https://www.coimbra-group.eu/>

<http://www.unipd.it/en/>



### Practice 13

#### Company name:

University of Macedonia

#### Country/region of operation:

Greece

#### Name of the good practice:

As a mobility

#### Description:

#### Objectives:

"As a mobility" is training that aims to expand opportunities and encourage young people to participate in mobility programs abroad and to promote their personal and professional development.





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### Methodology:

The duration of the training is 3 hours and involves 12 to 18 students, based on active participation and shared experience techniques, and is supported by the Erasmus students Network (ESN) at the University. The participants work in groups of four. Each group includes an Erasmus Student regardless of whether he/she is a Greek citizen or a foreigner in order to transfer his/her experience of traveling abroad, as well as to encourage and motivate his/her colleagues. Some of the training activities are: 1) "Let's get rid of the clouds," in which participants discuss their fears and concerns of traveling abroad; 2) "My experience in another country" where Erasmus students tell their experience and answer the questions of other participants; 3) "Step forward" is an interactive game aimed at working with stereotypes about people and cultures. Many of the activities used are described in the "Mobility Advisory Guide". The training is organized by a career counselor in cooperation with the faculty of Educational and Social Policy at the University.

### **Impact results achieved:**

The seminar is seen as a good practice due to its innovativeness and the discussion of the new and important topic of participation in mobility programs abroad as well as its realization with the participation of the Erasmus Students Network. The training allows students to build a positive attitude towards mobility by motivating them, encouraging them and expanding their opportunities for short trips abroad for the purposes of training, internship, education, volunteering or youth exchanges on European funded programs. On the most discussed topic: "To Leave or Stay in Greece", which is related to the "brain drain" of Greek specialists, the seminar offers the answer: "to travel abroad for a short period of time to find myself, to accumulate many personal and social skills, to gain experience and to come back to invest my potential in my homeland ". Participation in the Seminar also has positive results for Erasmus students who have the opportunity to share their experiences with others. The feedback for the seminar includes comments like: "I realized that communicating with people from other cultures helped me discover my distinctive features." "It's great to play games instead of standing and be bored of listening to a lecturer." "No, to prejudices. We participated with desire and interest, we have fun together! "; "Dive into the different, the unknown!"

### **Stakeholders:**

Students in higher educational institutions

### **Contacts (web-site, intent links, etc.):**

<http://www.uom.gr>

email: [counsel@uom.gr](mailto:counsel@uom.gr)

email: [nmoutopo@gmail.com](mailto:nmoutopo@gmail.com)





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## Practice 14

### Company name:

Centrul Municipiului București de Resurse și Asistență Educațională

### Country/region of operation:

Romania

### Name of the good practice:

Monitoring the VET graduates insertion on the labour market (MIA)

### Description:

#### Objectives:

„Monitoring the VET graduates insertion on the labour market (data base) - Supporting VET students: to explore one's own career, to become aware of their personal profile, to be responsible for personal career decisions, to develop positive and realistic attitudes towards the employment process, to share learning experiences and knowledge, to analyze the labour market, to understand the correlation between interests, competencies, attitudes and opportunities.

#### Methodology:

Survey about the insertion of VET graduates on the labour market and needs analysis - Guidance and career counselling sessions for over 12000 VET students in 3 counties and the municipality of Bucharest. - guide with resource for career counselling activities („A successful career”) - Action plan for the improvement of career counselling services for the VET students - Board for monitoring the insertion of VET students on the labour market.

### Impact results achieved:

The research run by the project provided essential data regarding the insertion rate and the successful insertion rate in 12 months after graduation, on education levels. (Raportul de Inserție MIA, 2013). The main results, as they were inferred from students' feedback was: • Knowing and valuing personal resources • Awareness of criteria for choosing the right job • Identifying ways to develop the necessary skills for the job • Obtaining relevant information about careers • Familiarization with various professional areas • Prospecting possible careers • Knowledge and practice of useful behaviors for successful job interviews • Exchange of relevant information with those who are already employed. The project has been deemed to be highly profitable by participating students and VET school. It has helped develop a favourable culture for career development, leading to a positive attitude towards employment, while taking into consideration opportunities at local/ regional/ national and European level. The project has motivated the participants to develop and maintain a competitive level of transferable skills.

### Stakeholders:

Students, Guidance practitioners, Teachers

### Contacts (web-site, intent links, etc.):

<http://www.cmbrae.ro/2017/proiecte/>





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## Practice 15

### **Company name:**

Ministry of Youth, Romania

### **Country/region of operation:**

Romania

### **Name of the good practice:**

Career Start - European Best practices in career counseling for Romanian students

### **Description:**

#### Objectives:

The overall objective of the project is the development and implementation of improved career counselling and guidance services for 5000 students in order to facilitate the insertion into the labour market or their motivation to continue their education. The specific objectives of the project are: Development of personalized guidance and counselling services for students in order to support them in an easy transition from school to work life, with long term positive effects. Providing modern guidance and counselling services and techniques, adapted to the community space and personalized for the specific of the target group. Monitoring the students' insertion on the labour market or the continuation of their studies after they were the beneficiaries of the counselling services through modern communication means, using the software solution that will be implemented during the project.

#### Methodology:

The project contributes to the general objective of European Social Funds, by conducting actions aimed at human resources development and linking lifelong learning and education to the labour market requirements, through the creation and implementation of specific procedures and tools, in order to improve graduates' access and future participation in a modern, flexible and inclusive labour market. New methods and techniques of interventions will be developed and adapted to the specific of the target group, meeting current community standards. By setting up 13 career counselling centres on national level, and by applying new counselling methods and techniques, both during and after the project, it will generate a long term positive effect regarding the counselling of students. Moreover, the principle of portability of information will be applied using the on-line environment, and the counselling methods and techniques developed during the project will be disseminated to other interested groups, for example, school students.

### **Impact results achieved:**

Setting up 13 career counselling centres on national level. Group counselling sessions, each group of students has five face to face counselling sessions. In addition, they benefit of online counselling, through the platform startincariera.ro. The groups have a minimum of 6 and a maximum of 12 students. Part of the students benefited from thematic summer camps, with workshops related to career development. Job fairs were organized in 5 large university centres.

### **Stakeholders:**



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Students

Contacts (web-site, intent links, etc.):

e-mail: [caeiro@europeanbcc.eu](mailto:caeiro@europeanbcc.eu)



## Practice 16

Company name:

TECHNICAL UNIVERSITY OF CIVIL ENGINEERING BUCHAREST

University of Kassel, Germany, The International Centre For Higher Education Research

Public and private Higher Education institutions across the country

Country/region of operation:

Romania

Name of the good practice:

University graduates and the labor market

Description:

Objectives:

The general objective of this project is to establish the extent to which the acquired knowledge allows the graduates to get hired on the labor market, to develop their own business or continue the higher education studies on the next level and study continuously. The study shall follow up the social-professional career immediately after graduation and during a period sufficient for reaching a professional level and getting an individual perception on the individual professional and employment needs. Specific objectives - Identification of the graduate's competences at the end on his education career; Correlation between the education career and acquired competences on the one hand, and the graduate's social-biographic profile on the other hand; Establishment of the extent to which the graduate uses in his professional career the competences acquired during the education period; Development, testing and consolidation of institutional instruments, at national and university level, in order to perform the periodic monitoring of labor market insertion of HE graduates; Promoting and supporting the national level methodological approaches concerning the tracer studies related to graduates' insertion on the labor market.

Methodology:

University Graduates and Labor Market (APM) was the first national project that tracked the relationship between university studies and the careers of young people, its main role being that of increasing the institutional capacity of the universities for developing monitoring studies constantly. The project achieved this by providing higher education institutions with monitoring instruments that allow the correlation of the study offers and the employers' requirements and create the premises of a long term approach, in which this type of research will be done at national level annually. The APM study - The study consisted in two phases, in which the research was conducted with the help of a questionnaire that tracked the graduate's educational and professional background (university



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studies, the moment of getting a first job, professional evolution). The questionnaire was available on-line and on paper. The latter was sent, on request, to those who didn't have access to the Internet.

Impact results achieved:

The data is organised in a series of analysis categories such as socio-biographic characteristics of the graduates, studies and course of studies, competences at the time of graduation and professional requirements, central aspects of job search, employment situation, indicators for professional success. The break variables are the following: domain of study, region of high school, type of high school and gender.

Stakeholders:

Students

Contacts (web-site, intent links, etc.):

<http://www.absolvent-univ.ro>



## Practice 17

**Company name:**

Center for Counseling and Career Orientation (CCOC - UAUM) - University of Architecture and Urbanism "Ion Mincu" Bucharest

**Country/region of operation:**

Romania

**Name of the good practice:**

The UAUM Career Research Center



**Description:**

Objectives:

Facilitating the student adaptation to academic environment; Providing support to students to overcome academic difficulties; Identify the dynamics of personal and professional development needs of the students; Providing advice to identify opportunities for personal and professional development. C.C.O.C. mission is to ensure and promote a favorable environment by offering a wide range of counseling and career guidance to students, graduates and students in their final years of high school.

Methodology:

Information, guidance and counseling high school students and students by providing services such as: vocational and educational counseling; counseling and psychological evaluation; career counseling; development of information materials for guidance and counseling. Actions related to increasing the employability of graduates in the labor market, by offering services such as: Information regarding portfolio preparation for employment and job interview simulation; organizing company presentations; Information for cross skill development of students; Periodic analysis regarding abandon of university, integration of graduates in the labor market, the impact of counseling and guidance; Elaboration and implementation of specific tools to monitor labor market insertion of university graduates; participation in activities organized by Alumni - U.A.U.I.M. ;



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### Impact results achieved:

Information materials and training sessions with feedback on your resume and portfolio; Information regarding the employment interview; Company presentations, educational opportunities, scholarships, offers, internship / summer practice; Information sessions; Participation in activities organized by ALUMNIUAUIM. For students in the final years of high school CCOC offers events about information and counseling students on educational and occupational route by: Support for choosing the right educational route suitable with the interests, values and individual skills; Participation at educational fairs; Visits to the university, according to activities schedule. Counseling activities takes place both in group sessions and individual sessions as decided by consensus.

### Stakeholders:

Students from University of Architecture and Urbanism "Ion Mincu" from every program and form of study which they attend, including students who come to study through mobility programs; Students in their final years of high school or high school graduates; Own graduates or other universities graduates.

### Contacts (web-site, intent links, etc.):

<https://www.uaum.ro>  
[rectorat.uaum@gmail.com](mailto:rectorat.uaum@gmail.com)



## Practice 18

### Company name:

Romanian-American University, Bucharest

### Country/region of operation:

Romania

### Name of the good practice:

Ensuring the competences corresponding to the labor market requirements through internationally-oriented study programs of excellence

### Description:

#### Objectives:

The overall objective of the project is to develop bachelor's and master's programs in the fields of economics and international affairs, marketing and business administration through alignment with the current labor market needs of the 21st century. The activities carried out within the project aim at developing and refining the bachelor's and master's study programs in the economic field, based on labor market skills in the 21st century, as well as the development of active and dynamic partnerships with the business environment (labor market) for the purpose of growth the quality of training and the real employment opportunities of graduates.

#### Methodology:

Through the activities implemented within the project, a qualitative, structural and functional evaluation of the labor market destined exclusively for the graduates in economic sciences, by means





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of documentary analysis and questionnaires, is desirable in order to establish the needs and identify the priorities. At the same time, the project contributes to sustainable management improvement and quality assurance in higher education, by promoting academic and labor market diagnostics, as well as by designing curricula tailored to current and future requirements. The implementation of the project and its results aim to respect the principle of sustainable development by emphasizing social responsibility and environmental protection in the new curricula, as well as the principle of equal opportunities by developing recommendations for the introduction of study modules on gender equality, equal opportunities and non-discrimination. A Guide to Promoting Equal Opportunities and a Guide to Promoting Sustainable Development will also be developed and printed.

#### **Impact results achieved:**

The results thus obtained will be promoted and used in order to increase the competitiveness, the degree of innovation, as well as to improve the level of qualification of the graduates.

#### **Stakeholders:**

The target group of the project is made up of members of management committees / structures in universities and faculties, personnel involved in the development and management of qualifications at university / faculty level, students, and staff involved in developing university degree programs in partner institutions of the three regions of the country (Bucharest - Ilfov, North - West and South - West Oltenia).

#### **Contacts (web-site, intent links, etc.):**

<http://spredi.rau.ro/>



### **Practice 19**

#### **Company name:**

Romanian-American University, Bucharest

#### **Country/region of operation:**

Romania

#### **Name of the good practice:**

Competitive Practice for the Future in Legal Sciences

#### **Description:**

##### Objectives:

The project aims to "Support the transition from school to active life for 355 students by conducting counseling and vocational guidance activities, and by optimizing practical training in the field of legal sciences, in order to better integrate into the labor market." The project will aim to ensure increased opportunities for education and access to the labor market for 355 undergraduate students by developing and implementing an integrated vocational counseling and guidance program. The 355 undergraduate students will be supported on the labor market by developing specific skills and competences and facilitating access to quality internships by developing a sustainable partnership between universities and legal employers.





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### Methodology:

Assistance and professional counseling activities to guide young students in career and establish a potential career path. Counseling and career guidance services are designed to guide and professionally guide young students in identifying the right job and career development, taking into account both the specific vocational training and job offer available on the local market, and regional. Carrying out a quality practical training program for the purpose of their insertion into the labor market, possibly even to the employers where they practice their internship. The project's activities focus on the perspective of lifelong learning and its contribution to improving the process of inserting graduates into the labor market. These measures will contribute to obtaining a full and current qualification in correlation with labor market requirements.

### **Impact results achieved:**

355 people counseled and professionally oriented,

1 awareness raising campaign organized for students on the opportunities offered by counseling and guidance services; 355 informed students about the opportunities offered by counseling and guidance services; 355 practical applications such as writing a motivation letter, a resume and a presentation simulation at an interview for employment; 3 Studies, analyzes, reports, strategies - the transition from school to active life; 355 people benefiting from career counseling; 355 people participating in practical training sessions; 15 partnerships for the exchange of experience and good practice transition from school to active life 355 Framework Conventions on Practice Traineeships between Practitioners, Practitioners and Practitioners.

### **Stakeholders:**

students

### **Contacts (web-site, intent links, etc.):**

<http://practicadrept.rau.ro>



## **Practice 20**

### **Company name:**

Institut L'Estatut (Rubí)

### **Country/region of operation:**

Espania

### **Name of the good practice:**

I plan my future (Planifico el meu futur)

### **Description:**

### Objectives:

To promote the students' self-awareness. To guide the student body so that they may decide on their academic and professional future sooner, in the next course. To develop critical thinking in the student body, making them aware of the importance of making justified decisions. To learn how to work as a team, assessing, respecting and confronting the opinions of classmates. To increase the





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students' basic skills, especially in autonomy and personal initiative, communicative, linguistic and audiovisual skills, skills in information processing and digital skills.

#### Methodology:

The students work in collaborative groups made up of 4 or 5 participants. The individual or group activities that they have to do are posted on a website (made with Google Sites technology) which guides the entire process of personal decision-making. After having done the project, the global assessment is very positive. It isn't an assessment solely based on the feelings of the teaching team, but rather on the established indicators showing that the experience was positive. Unanimously, all of the students stated that doing the project significantly contributed to their more recent academic orientation (for the next course) and to their more long-term professional orientation. Apart from the orientation, the students worked on and learned values that will be essential in facing the future. Values such as teamwork, responsibility and autonomy will be necessary to carry out the project and both the professors and the students have indicated that these values were developed. We believe that the way work is organised (with individual activities, group activities; with very personal proposals and other more global ones, etc.) is a plus that enriches the project in the sense that it opens doors when making the decision on what the students will do in the following course, upon finishing their obligatory studies, and in the future, when they have chosen their path towards high education studies, the working world, etc. Lastly, it is important to highlight the tools that were used to move the project forward: the web, google documents, audio and video files, etc. All of these ICT tools are incorporated into the tasks proposed naturally, thus reproducing what happens at the university (virtual learning environments) and the working world. This way of working is the one we promote at the institute, with the objective of giving the students the digital skills necessary not only in the future but also in the present. Therefore, and after seeing the results, surveys, assessments, self-assessments and co-assessments of the students, we are certain that the project has helped to improve the students' orientation process and, thus, in the next course we shall repeat it.

#### **Impact results achieved:**

The project is assessed by using three facets: the degree of satisfaction of the students, the degree of satisfaction of the faculty and the assessment by the students. Degree of satisfaction of the students: in finishing the project, the students answer an anonymous survey. This survey asks the students about general and specific aspects of the activities. It can be seen that the majority of the students have marked it between 6.5 and 8.5. Degree of Satisfaction of the Professors: in the same way as with the students, once finishing the project a survey will be given to the professors. They were also given an overall assessment question. The average mark given in the responses was 7.13. Assessment of the Students: in this section, the students are academically scored. The professors score the individual activities (including the oral presentation of their definitive itinerary), the group activities and the daily work of the students (using the classroom observation schedules). In order to score the group work, the students make an assessment amongst themselves. In this way, one of the objectives of the project is assessed, which is the students' acquisition of basic skills.

#### **Stakeholders:**

Students

**Contacts (web-site, intent links, etc.):**

<http://agora.xtec.cat/ies-estatut/>



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### III. Professional guidance and counseling for employed

Very often people are not satisfied with their work and need to change it. The reasons for this are of a different nature: they do not work according to their professional qualifications, insufficient pay, lack of prospects for development, poor environment, inconveniences of different character, wastage, etc. The desire for change is healthy from the point of view of mental preservation because it is proven that the change of work over a given time has a positive impact. Regardless of the reasons the employed people also need guidance in choosing a new job. In the presented good practices, the focus is on the employed and their desire for a new start.



#### Practice 1

##### **Company name:**

The Education and Training Services Center (ETSC)

##### **Country/region of operation:**

Iceland

##### **Name of the good practice:**

"Guidance and counseling at work"



##### **Description:**

##### Objectives:

To provide information and advice on the development of people's competencies at work. The aim is target group to be reached in order to be provided information and guidance, as well as the needs of education to be analyzed in order the appropriate courses to be developed.

##### Methodology:

The target group consists mainly of people with low formal education (eg. high school undergraduates), which account for about a third of the Icelandic labor market. Providing information and guidance to this group is expected to affect the participation in lifelong learning and thus raise the level of education of the nation. Career guidance consultants work in collaboration with companies, offer presentations and provide individual interviews at the workplace or at their centers. The approach focuses on the individual, by helping everyone find a suitable learning path. Personal tracking is also provided.

##### **Impact results achieved:**

Since 2006, the project has provided around 20,000 interviews. More people in the target group already go to guidance centers on their own initiative.

##### **Stakeholders:**

Employed with low education

##### **Contacts (web-site, intent links, etc.):**

<http://www.projectgoal.eu/index.php/aboutus/iceland>



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## Practice 2

### Company name:

VIFI Bulgaria EOOD

The Institute for Economic Assistance of the Austrian Federal Economic Chamber (VIFI Austria)

### Country/region of operation:

Bulgaria and Austria

### Name of the good practice:

VIFI Academy of Tourism

### Description:

#### Objectives:

The overall objective of the project is by transferring successful practices from Austria in the field of effective training and lifelong learning to improve the quality of work and competence of the employed in tourism, as a key sector of the Bulgarian economy and a factor contributing to economic growth and economic development of Bulgaria as a member of the EU and providing a solid basis for improving the quality of life in the country.

#### Methodology:

Conducting a study to identify the real needs for new approaches in lifelong learning in the tourism sector in Bulgaria - Providing clear answers for the specific needs in the field of qualification and lifelong learning in the field of tourism, outlining the real boundaries of the situation. Description of good practices, adaptation for Bulgaria and development of an innovative model for training and lifelong learning in the tourism sector, based on the transfer of good practice from Austria. Good practice transfer from Austria in the training and retraining of management personnel in the tourism sector. Workshop Training was conducted - LENA Train the trainer - Discussion and analysis of analyzes, descriptions, reviews; Refining the tourism topics that are key to improving the quality of Bulgarian tourism workers and according to which trainings will be conducted, such as employee orientation, marketing, animation and / or other; - Selection of additional practical material for each of the key topics; - Coordination of the selection process of the target group to be trained (concerted approach, criteria); - Acquiring Skills in the LENA Teaching Methodology by Master Trainer on the LENA Methodology for the purpose of teaching the Practice Trainer Toolkit. Training for 12 people. Transfer of good practices from Austria to Bulgaria in the field of qualification of managers in tourism and their lifelong learning. Introducing and training in good practices: - Training on topics previously selected as relevant to Bulgaria, such as employee orientation, marketing, animation and / or other; - Transmission of Innovative Methodology / Toolbox LENA. On-the-spot visit to Austria - training in good practice in an environment of dialogue and sharing - Illustration of the learning process in Austria (LIND province, VIFI training institute in Linz / or MODUL University of Austria); - Providing an environment for peer-to-peer dialogue and sharing of experience and learning from "good practice" on key tourism topics and their absorption and transfer to the industry.

### Impact results achieved:





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Transfer and development of Roll Out training among other managers from Tourism. Transmission of the innovative LENA methodology to a wider range of target group members.

**Stakeholders:**

Persons in managerial positions engaged in tourism sector

**Contacts (web-site, intent links, etc.):**

<http://www.wifi-bg.bg>

email: [office@wifi-bg.bg](mailto:office@wifi-bg.bg)



### Practice 3

**Company name:**

RNL "P. R. Slaveikov "

**Country/region of operation:**

Veliko Tarnovo, Bulgaria



Partnership with libraries, municipal governments, non-governmental organizations from seven European countries.

**Name of the good practice:**

“Lady Cafe – motivating activities for women over 45 years of age“

**Description:**

Objectives:

The main goal was entirely beyond the professional development of women over 45: their increased self-esteem as individuals and women, and especially active preparation of an ICT course for women, dedicated to gender issues.

Methodology:

Each institution has developed and implemented a series of activities (minimum 3 training sessions) tailored to the different needs and expectations of women over the age of 45 to ensure their active participation in the public sphere. Activities focused on various areas: ICT, literature, psychology (building self-esteem and positive image for themselves through theatrical techniques); women to learn how to develop their interests in the public sphere; to familiarize themselves with the Slow Food movement, traditional health medicine and cosmetics, and acquire skills and techniques in applied arts (decoupage, origami, etc.)

**Impact results achieved:**

Teaching materials, Methodology, Handbook on Good Practices. The products of the project were presented at an exhibition. The two productions played during the drama course were promoted at the last meeting in the country coordinator - Majorca, Spain. The project has facilitated inter-European cooperation aimed at encouraging women aged 45+ to become active in the public sphere. This exchange of information, experience and good practice has helped to disseminate and update information aimed for the target group. Participation in the project has helped to develop



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cooperation between European institutions involved in lifelong learning. It encouraged links between European countries with traditionally bad relationships. This project has been included in the European Commission's 2012 priorities as well as in the following key competences of the European Reference Framework: developing social and civic competences; digital competences and competences "Learning to learn".

**Stakeholders:**

Employed women aged 45 + years

**Contacts (web-site, intent links, etc.):**

<http://www.ladycafeproject.eu>



## Practice 4

**Company name:**

Training and Study Centre for the Judiciary (SSR)

**Country/region of operation:**

Netherlands

**Name of the good practice:**

Blended e-learning



**Description:**

Objectives:

Raising the competence of employees through self-study approach and e-learning with a trainer.

Methodology:

The training includes an element of self-learning and a meeting with a trainer, which usually lasts one day. The part of the self-learning course is accessible to participants through the e-learning environment of the training institution. The digital module includes several "lessons" (eg. preparatory tasks, self-assessment tests, short lectures, self-test questions, materials to be read prior the meeting with the trainer, background information on paper or audio/video and a forum where questions are asked and should be answered during the meeting with the trainer).

**Impact results achieved:**

It ensures that before the meeting with the trainer the participants will have the same average level of knowledge on the topic. While the participants fill a large part of their theoretical knowledge "at their chosen pace", during the meeting the trainer can focus on the more practical application of this knowledge through the use of exercises and the stimulation of discussions on the exchange of experience. This significantly increases the effectiveness of contacts between the trainer and the participants.

**Stakeholders:**

Employed





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**Contacts (web-site, intent links, etc.):**

<https://ssr.nl/>

email: [ssr.international@ssr.nl](mailto:ssr.international@ssr.nl)



## Practice 5

**Company name:**

Centre for Judiciary Studies (CEJ)

**Country/region of operation:**

Portugal

**Name of the good practice:**

Electronic mailboxes and videoconferencing



**Description:**

Objectives:

The aim of the practice is the unnecessary travel costs for stakeholders who work far from the place where the trainings take place to be avoided, and to allow a greater number of people to benefit from them, a significant number of trainings included in the annual training program are provided through videoconference.

Methodology:

The training takes place in regional courts, where the necessary technical equipment - videoconferencing is provided. The tool is often combined with a special e-mail box where participants can send questions and remarks, which in most cases have real-time feedback.

**Impact results achieved:**

Saves time and transport costs as the training is done in real time, where questions can be asked and learners get answers right away. Easy to perform using tools for distance learning applied in ongoing training.

**Stakeholders:**

Employed persons in the judicial system

**Contacts (web-site, intent links, etc.):**

<http://www.cej.mj.pt>

email: [cej@mail.cej.mj.pt](mailto:cej@mail.cej.mj.pt)



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## Practice 6

### Company name:

German Judicial Academy  
Trier Conference Centre

### Country/region of operation:

Germany

### Name of the good practice:

Media communication - interactive and multilevel media training

### Description:

#### Objectives:

Judges and prosecutors to acquire soft skills for communication with the media.

#### Methodology:

For media learning, the concept of learning through practice is of increasing importance, unlike for most of the other "soft skills". Often, judges and prosecutors do not like to communicate, and, unfortunately, clumsy public appearances in this area are quite common in practice. In addition, judges and prosecutors often deal with very sensitive and delicate issues. Practical media training, with an emphasis on typical models and enriched with objective feedback, enables participants to acquire a certain routine and feel more confident in front of the camera or during a press conference.

### Impact results achieved:

This practice is designed to solve specific problems and has a good rate of effectiveness. It is targeted only at a small group of participants and is specifically designed for magistrates who act as spokespersons for the courts and prosecution offices.

### Stakeholders:

Employed persons in the judicial system

### Contacts (web-site, intent links, etc.):

<http://www.deutsche-richterakademie.de>

email: [wustrau@deutsche-richterakademie.de](mailto:wustrau@deutsche-richterakademie.de)



## Practice 7

### Company name:

Career Counselling and Human Resources Development Association - Karder - Turkey

### Country/region of operation:

Turkey



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## **Name of the good practice:**

Virtual Guidance

## **Description:**

### Objectives:

Virtual Guidance Project aims to increase the counsellors' use of ICT in guidance services and to equip them with the competencies and skills they need to deliver such services.

### Methodology:

The project incorporated three main components:

#### 1. ICT Skills Map

ICT Skills Map, which includes guidance related ICT skills career counsellors should have, was transferred within the Project. ICT Skills Map is a guiding tool for counsellors and it has to be updated in line with the developments in technology.

2. Training Need Analysis of Guidance Practitioners In order to determine guidance practitioners' perception of use of ICT in their work, their current guidance-related ICT skills and ICT training needs, training need analysis was carried out in Turkey and Austria. To this end "Questionnaire for the Analysis of Guidance Practitioners' Training Needs in ICT", which was developed in transferred ICT Skills for Guidance Counsellors Project, was first translated to Turkish and German from English and then adapted to national and local needs. The surveys in Turkey and Austria showed that in both countries guidance still happens mostly face-to-face either in individual or group settings. Telephone and e-mail are commonly used tools for counselling but still have a large potential for further development. ICT skills of vocational counsellors have to be increased with comprehensive training programmes.

#### 3. Pilot Trainings

##### Pilot Trainings in Turkey

In line with the results of the ICT Training Needs Analysis in Turkey, a training programme and training materials were developed. "Using ICT in Guidance: New Methods and Trends Training Programme" aimed at raising awareness towards the innovative use of ICT in guidance. The training programme lasted for 4 days and reached to a group of 30 job and vocational counsellors and private sector professionals.

##### Pilot Trainings in Austria

Pilot trainings in Austria were organized as one-day workshops considering the results of the Training Needs Analysis in Austria and work conditions of the counsellors. "Vocational Guidance 2,0 Training Programme" reached 17 counsellors in Austria. The training programme aimed at informing the participants about the use of Web 2,0 technologies in guidance, which means creating and sharing user-generated content.

## **Impact results achieved:**

Virtual Guidance Project approached use of ICT in guidance from the perspective of guidance practitioners and policy makers. It has definitely raised awareness towards use of ICT in guidance and its benefits for various target groups. However, increasing guidance-related ICT skills of guidance practitioners is only a part of the work to be done in order to incorporate ICT in guidance. Clients'



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expectations from ICT based guidance, their ICT skills and ICT tools they access should be considered as well.

#### Stakeholders:

Guidance practitioners; Policy makers; Citizens benefiting from distance guidance services

#### Contacts (web-site, intent links, etc.):

[www.virtualguidance.org](http://www.virtualguidance.org)

[www.sanalrehberlik.org/forum](http://www.sanalrehberlik.org/forum)

[www.moodle.sanalrehberlik.org](http://www.moodle.sanalrehberlik.org)

email: [mehtapbahadir@kariyer.org.tr](mailto:mehtapbahadir@kariyer.org.tr); [karder@kariyer.org.tr](mailto:karder@kariyer.org.tr)



### Practice 8

#### Company name:

Centre for human research, Sofia

„RC Design” LTD, Sofia

#### Country/region of operation:

Bulgaria



#### Name of the good practice:

Project „ Design according to Dutch standards and practical training on 3D and 2D Drawing"

#### Description:

##### Objectives:

Expanding the knowledge and skills of design professionals through the exchange of good practice and know-how.

##### Methodology:

Conducting twenty-three-week practice at "De Blaay-Van den Bogaard" of two representatives from the company "Art Design". Initially, the two selected participants passed and completed a preparatory course in English, which was held at a highly professional level by the COSMOS Learning Center. After the exam and the certificates issued, our colleagues left for the city of Rotterdam, the Netherlands. The practice was really long and the program was quite busy, but for the time spent in the Netherlands, the two participants managed to visit a large number of the objects implemented by De Blaay and to get acquainted with both the preparation and the actual execution. The results of the conducted surveys and the submitted reports of the participants themselves and of the partner organization proved to be very good. With their participation in the practice, the designers from Ar Design have been given the opportunity to acquire practical experience in their field of activity. The software programs used by the Dutch company, as well as the proven for over 60 years experience of the company quality methods of designing and organizing the workflow helped the participants to learn the newities in their field of work. The experience gained during the practice will be useful not only for the participants themselves, but also for their colleagues, to whom they will transfer what they have seen and learned.



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### Impact results achieved:

The participants expanded their knowledge and skills in designing different kinds of building installations (electrical, plumbing, heating, ventilation and air conditioning), acquainted themselves with the organization of their Dutch colleagues as well as with new and different professional software for the Bulgarian market and engineering practices.

### Stakeholders:

Employed persons

### Contacts (web-site, intent links, etc.):

[http://www.rcdesign.bg/img/leonardo\\_2011-1-BG1-LEO02-04808.pdf](http://www.rcdesign.bg/img/leonardo_2011-1-BG1-LEO02-04808.pdf)

e-mail: [rcdesign@rcdesign.bg](mailto:rcdesign@rcdesign.bg)



## Practice 9

### Company name:

Dobrich Municipality

### Country/region of operation:

Bulgaria

### Name of the good practice:

Project "Upgrading the Professional Qualification and Competence of the Employees of the Municipality of Dobrich"

### Description:

#### Objectives:

Upgrading the professional qualification of the employees from Dobrich municipal administration to improve professional competence and more efficient performance of the obligations.

Improvement of the professional qualification of the employees from Dobrich municipal administration through inclusion in upgrading trainings.

Increasing the efficiency and effectiveness of the work of the employees of the Municipality of Dobrich by improving the professional competence.

#### Methodology:

The identification of the trainings from the IPA Catalog for 2014 is a result of an analysis of the stated needs of the employees of the administration, the conducted and planned trainings under the project "Raising the qualification of the employees of the Municipality of Dobrich" under the OPAC and the expected upgrading effect of the project

Foreign Language Learning





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The activity includes organizing and conducting foreign language training of the employees of the administration of the Municipality of Dobrich as follows: English-A1, A2, B1; Romanian - A1, German - A1.

Team Effectiveness Training and Effective Leadership trainings.

Specialized training

Training on the topic "Controlling and documenting the quality of construction performance".

#### **Impact results achieved:**

A total of 213 employees were trained, incl.

Trainings at the Institute of Public Administration - 95 employees

Foreign language training in English, Romanian and German - 23 employees

Key competencies training - 86 employees - Team effectiveness for 80 employees, Effective leadership for 6 representatives from the management team

Specialized training for quality control of execution of construction works - 9 employees

#### **Stakeholders:**

Municipal employees

#### **Contacts (web-site, intent links, etc.):**

<http://www.dobrich.bg>



### **Practice 10**

#### **Company name:**

Bulgarian Industrial Association - Union of Bulgarian Business

#### **Country/region of operation:**

Bulgaria



#### **Name of the good practice:**

"Development and Implementation of an Information System for Assessment of Competences of the Labor Force in Branches and Regions"

#### **Description:**

#### **Objectives:**

Increasing the adaptability, efficiency and balance of demand and supply on the labor market by establishing a system for assessing the competencies of the workforce at branch and regional level and the specific project objectives are: Analysis and definition of the requirements to the competencies of the labor force, taking into account the European, national and branch requirements and standards; Establishment of a branch and regional reference network and an information system for evaluation and updating of the competencies of the labor force, in accordance with the present and future needs of the labor market; Improving coordination and information exchange between national, branch and regional structures of employers and trade unions and responsible state





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institutions in assessing the competencies of the workforce; National recognition and creation of preconditions for integrating the information system to assess the competencies of the workforce in the future e-government to increase the adaptability, efficiency and balance of labor supply and demand.

#### Methodology:

The purpose of the competence assessment information system is to increase the adaptability, efficiency and balance of demand and supply on the labor market by assessing the knowledge and skills of the workforce at the sectoral and regional level. Anyone who wishes will be able to check if he / she has the necessary knowledge and skills as a foreign language and teamwork, for example, for a position. If not, the system indicates what additional qualifications are required. This is perhaps the largest and most promising project in the field of key competences in Bulgaria at all. Within its boundaries, a web-based information system for assessing the competencies of the sectoral and regional workforce (ISOC) was developed, upon completion of which will be: functional compatibility and the possibility of integrated data usage, generation and collection in one place information and know-how in the management of processes for implementing the competence approach in the development of human capital; It is possible to support and initiate effective measures (at national and sectoral level) in the development of employment and skills of the Bulgarian labor force; it is possible to incorporate good practices from the implementation of the human resources management process; there is a library of opportunities to support lifelong learning; a database of materials to support lifelong learning; allow the finding and storing of published documents, and based on them, it will be possible to be made adequate analyzes, outline trends and recommendations. In expanding the effects and activities of the project, BIA and Sofia University "St. Kliment Ohridski " initiate a long-term cooperation to improve the quality of education in accordance with the requirements of real business. The process of linking the bachelor and master program curricula of the Sofia University with the results of the BIA project to identify the competencies sought by the employers and the so- "Soft skills" by positions and specialties was initiated. The aim is the developed by the National Center for competences assessment to BIA system for external evaluation of qualifications and skills to be introduced in SU. This initiative represents a first attempt to ensure that graduates of Sofia University meet the requirements of employers upon their graduation. Special emphasis in the activity is the organization of internships and teaching practices for the students of the higher school. Joint activities are planned for the organization of qualification and re-training courses, as well as testing and validation of competence assessment tools.

#### **Impact results achieved:**

Currently, 10 regional competence assessment centers and 17 sectoral advisory councils have been set up within the project and by the end of the year the total number will reach 20. 17 sector competency models (professional standards) have been developed, including 205 key posts with 1800 competences described and 9000 behavioral models. More than 2,000 human resource management specialists and 400 competence assessors have gone through training. Methodological guides, analyzes and studies, e-learning tools and skills and competence testing tools have been developed.

#### **Stakeholders:**

Employed, unemployed, students

#### **Contacts (web-site, intent links, etc.):**

<https://mycompetence.bg>



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## Practice 11

Company name:

Ibw - Institut für Bildungsforschung der Wirtschaft

Country/region of operation:

Austria

Name of the good practice:

BIC.AT



Description:

Objectives:

BIC is a website that provides information on over 1500 professions: their description, to which sector they belong, the necessary education, the field of realization and, of course, opportunities for further education. The aim is to cover all interests in the professional fields, to support job search and to allow access to the related information portals.

Methodology:

Consumers have the opportunity to create their own profile so they can concentrate on the professions and themes that matter to their professional goals. The information provided is quite comprehensive, however the site is well organized and user-friendly.

Impact results achieved:

The information portal includes a collection of materials. There are documents providing general information, such as those concerning the education system in Austria. In addition, specific activities and examples of professional alternatives are listed. Documents with sample job interview questions, as well as templates, checklists for young people, parents, businesses, and work-related applications, solutions, and more can also be found on the site.

Stakeholders:

Employed/Unemployed

Contacts (web-site, intent links, etc.):

email: [info@ibw.at](mailto:info@ibw.at)

[www.bic.at](http://www.bic.at)



## Practice 12

Company name:

Ministry of Communications and Information Society

Country/region of operation:

Romania



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Name of the good practice:

Knowledge economy

Description:

Objectives:

Stimulating entrepreneurship initiatives for sustainable local development in rural areas.

Methodology:

Under the project, we organized intensive ICT-use courses in companies in all 255 QES communities, with the support of the local communities' electronic networks (RECL). Among these were the courses and seminars held by the PAPI Center in Păsăreni (Mure County), along with the Civitas Civil Society Foundation. The courses covered the period from the end of 2010 to the beginning of 2012, with 35 local residents, some of whom have created a small business and others have developed it. The courses presented the opportunities and conditions under which traditional local business can be built. The courses covered knowledge gaps in accounting and management.

Impact results achieved:

35 local rural residents have received advanced professional guidance and knowledge of traditional small business management as a result of which they developed new ideas or updated an existing business. Improving the economic characteristics of the area.

Stakeholders:

Entrepreneurs - Representatives of local small business

Contacts (web-site, intent links, etc.):

<http://ecomunitate.ro>



## Practice 13

**Company name:**

Institute of Educational Sciences Romania



**Country/region of operation:**

Melius, Cyborg, Centro Studi Pluriversum (Italy), CRAC/NICEC (UK), Institute of Education Sciences (Romania), University of East London (UK), FOREM Confederal, University of Santiago de Compostela (Spain)

**Name of the good practice:**

ICT SKILLS: An Integrated Framework for Developing the ICT Competences of Guidance Counsellors

**Description:**

**Objectives:**

To exploit the results of an associated project that mapped the ICT based tasks of guidance counsellors and provided as concrete results.

**Methodology:**

The content of this material does not necessarily represents the official position of the European Union.



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The map of competences from the associated project was a three dimensional model including:

- \* A selection of seven guidance tasks from the list of 10 specialised competences developed by IAEVG assessment, educational guidance, career development, counselling, information management, research and evaluation, placement.
- \* The way in which guidance practitioners can employ the use of ICT in their activity: as a resource in face-to-face sessions with their client, as a medium for communicating with them; or developing ICT-based guidance resources.
- \* A selection of relevant ICT tools for guidance tasks: email, chat, newsgroup, website, SMS, telephone, software, videoconferencing.

In order to assure appropriateness of the envisaged supporting tools for developing counsellors ICT skills, several principles were considered in the revision work of the map of competencies: extension of the guidance counsellors role by integrating also the tasks related to management of the ICT tools in guidance; inclusion of the emerging ICT tools like Web 2.0 technologies; focus on client's needs relating to using ICT for career development (e.g. information tools regarding education and labour market opportunities; experiential learning in virtual environments; constructivist learning through the use of specific tools - e-portfolios; communication helping the clients to benefit from available online guidance and counselling services).

#### Impact results achieved:

Updated information on the national contexts, a revised map of ICT-related guidance competences, a correspondent modular training path, a self-assessment tool, an e-practitioner profile, an e-portfolio and pilot trainings.

#### Stakeholders:

Employed people

#### Contacts (web-site, intent links, etc.):

[www.iaevg.org](http://www.iaevg.org)

email: [petre.botnariuc@ise.ro](mailto:petre.botnariuc@ise.ro)



### Practice 14

#### Company name:

Provincia di Grosseto

#### Country/region of operation:

Italy

#### Name of the good practice:

Career Guidelines and S.OR.PRENDO

#### Description:

**Objectives:** Identifying the emerging needs for guidance required by young people, in relation to the current services provided in Italy





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- \* Transferring and testing the innovative career guidance model and tool from UK (diffused at international level) in order to enhance the guidance activities within the Italian PES system
- \* Improving the selected model and tool and verifying its coherence and conformity to the Italian context
- \* Drawing up a methodological handbook for practitioners, also containing supporting materials for guidance activities, for using the model and the tool
- \* Dissemination the use of the model and tool in other contexts and territories, in Italy and internationally.

#### Methodology:

The model, based on the use of a career profiles database, allows the young customers of the employment and guidance services to define their interests and aims on career opportunities better and helps them to build their career plan. The Italian database is an innovative guidance tool which will allow the Public employment services to improve their guidance activities supporting young people with their professional choices. Within the project, the tool has been adapted to the Italian context and enhanced with new career profiles and information. The tool is based on an educational approach and aims to enrich the guidance services providing the users with the possibility to explore and understand job profiles and professional fields better. The tool is part of a strategic model to promote common and locally integrated guidance actions (among different systems - employment services and the educational and training system) and is centred on customers needs, in a lifelong guidance perspective. The software background development approach is based on 4 main aspects. Open - Users can easily see how careers have been analysed and why the list of career has been suggested to them. User centered - The results are based on the users' own answers to the questionnaire on interests (Aspects of Work), they can review their own responses and assess the relevance of the suggestions/information for themselves. Learning based - Users can explore new ways of thinking about careers and how they feels about the Aspects of Work and learn about careers through the database of occupations. Good practices in the use of ICT in providing guidance and counselling. Reflective (self-assessment based) - Users can reflect on how their own response affect the list of suggestions and this may lead to further research or discussion.

#### **Impact results achieved:**

During the 2 years of the project lifespan, the tool has been analyzed, adapted and tested all over Italy. Furtherly, the project has created several reports and supporting materials, developed and adapted to the contexts involved with the testing, such as:

- \* a research and a report on the emerging needs for career guidance services;
- \* a new Italian database, enhanced with new career profiles and features;
- \* an evaluation report on the Italian testing phase;
- \* a Handbook for practitioners, containing both contributions on career guidance approaches and theories and a case studies sections with operational descriptions of guidance actions and activities already implemented with the software within the final users in the service (secondary schools, PES, vocational training courses etc.).

#### **Stakeholders:**

The Career Guidelines testing phase has then been carried out in more than 20 Employment Centres in 5 Italian regions, with more than 1200 customers of the services involved, especially young people.



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The main target groups of S.OR.PRENDO tool are currently:

- \* Secondary schools students (aged 11-19)
- \* Young people drop-out
- \* Young graduates (aged 19-25)
- \* Employed and unemployed adults
- \* People of any age in disadvantaged situations (personally, socially or in relation with the labour market)
- \* Labor mobility workers
- \* Workers in retraining process
- \* Short careers workers
- \* People of any age enrolled in other training activities (e.g. Vocational training).

**Contacts (web-site, intent links, etc.):**

[www.provincia.grosseto.it](http://www.provincia.grosseto.it)



## Practice 15

**Company name:**

FIATEST

**Country/region of operation:**

Romania

**Name of the good practice:**

FiaTest Educational Center



**Description:**

Objectives:

FiaTest Educational Center is authorized by the Ministry of Education and Research and has extended its services to fields, such as: labour placement abroad, distance education, HR management.

Methodology:

The courses provided by FiaTest are structured according to the requirements of the European Model of Business Excellence, which represents the most efficient instrument to evaluate the performances of a company. It is the only company in Romania which is full member and certified consultant of the European Foundation for Quality Management - the administrator of the European Quality Prize and the creator of the European Model of Business Excellence. FiaTest is the first provider of courses in the field of quality management certified by the National Adult Training Board. Apart from the lectures in classes, an important role in the courses is played by other activities such as: group activities, case studies, IT applications, selfevaluation, benchmarking. The courses can be organized at the FiaTest headquarters in Bucharest or for special groups organized especially for a company, in the latter case the advantage being the flexibility of the course curricula and of the schedule. The vocational training of the employees inside enterprises can still be characterized as ad-hoc, in the sense that it does not exist the institutional habit of the majority of the employers to organize





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GOVERNMENT OF BULGARIA



different types of training for their employees, even if the number is growing. The continuing training is still made on the job, in a non-formal environment, for which there are not clearly defined norms of recognition at the system level. The percent of enterprises which appeal to the training courses provided by specialised institutions is growing. This growth is partly due to the implementation of training programs with European financing.

#### **Impact results achieved:**

All the courses end with applied projects in order to adapt the theoretical notions to the reality within the organizations. A part of FiaTest's very up-to-date courses are being organised in collaboration with prestigious partners in the European Union: URS Corporation (Holland), TUV IT (Germany), Gemini Europa (Italy).

#### **Stakeholders:**

Employed people

#### **Contacts (web-site, intent links, etc.):**

<http://www.fiatest.ro>

[office@fiatest.ro](mailto:office@fiatest.ro)



### **Practice 16**

#### **Company name:**

National Council of SMEs in Romania (CNIPMMR)

#### **Country/region of operation:**

Romania

#### **Name of the good practice:**

ANTREMAN - "Establishing the School for Entrepreneurial and Managerial Studies - an innovative approach to promoting entrepreneurship in Romania"

#### **Description:**

##### Objectives:

The general objective is to promote entrepreneurial culture and to develop the ability of individuals to initiate and lead successful business by creating the School for Entrepreneurial and Managerial Studies, in the context of the financial-economic crisis and intensified competition, as a result of reduced demand and the integration of Romania into the European Union.

##### Methodology:

The School for Entrepreneurial and Managerial Studies. Research report on supply existing at national level concerning education and entrepreneurial training. Training/course materials with a strong innovative character, developed by academics from Romania and the United Kingdom and representatives of business environment. The highly pragmatic learning curriculum. Information and awareness campaign on the benefits conferred in starting own businesses. Video advertising to



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promote entrepreneurship. Counselling and mentoring program for graduates of the School for Entrepreneurial and Managerial Studies to establish their own businesses.

#### Impact results achieved:

150 persons attending the courses within the School for Entrepreneurial and Managerial Studies, thus acquiring entrepreneurial skills;

150 business plans developed by the students of the School for Entrepreneurial and Managerial Studies;

At least 120 new-established enterprises.

#### Stakeholders:

Employed people

#### Contacts (web-site, intent links, etc.):

<http://cnipmmr.ro>

email: [office@cnipmmr.ro](mailto:office@cnipmmr.ro)



### Practice 17

Company name:

Iniciatives Solidàries

Country/region of operation:

Espania

Name of the good practice:

Informa- red: Integrated Guidance Itineraries

Description:

Objectives:

Alleviate social inequalities and promoting the empowerment of young people at social exclusion through integrated itineraries of academic and professional guidance. Acquisition of skills and strategies to promote personal and social autonomy. Motivate to "learn to learn." Promoting social, training and job placement. Promote adequate socialization processes. Promote basic and specific education, facilitating obtaining a Basic Education/Secondary Degree and access to Vocational Education and Training. Acquisition of job search tools. Promote socio-employment inclusion. Promote adequate socialization processes. Train the users for correct use of the Internet as a useful tool in the search for resources of academic training, information and as a tool and active platform for job search. Improve the chances of employment inclusion for those most vulnerable young people by establishing guidance schedules that include the development of an integrated program of information, career counseling, job search techniques.

Methodology:

The INFORM-RED project is based on three programs that affect the lines of information, training and career counseling: A Youth Information Center. It is the first contact with the users, through it are





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given the necessary guidance so that the person can decide their itinerary. Information and formative, educational, social and employment advice is given. We have the STEPS program that aims to provide a professional and career counseling to young people in social exclusion. An itinerary of employment is made and enables them to obtain professional qualifications (food handler certificate, photovoltaics installer, dining instructor...). The purpose of the Basic Training Program for Youth is to encourage basic education to facilitate improved people welfare and impacting the benefit of society. Therefore, the program allows both to obtain the minimum qualifications required in the labor market, and acquire the skills and personal and interpersonal competences to properly function in everyday life. The latter program is the most relevant within Integrated Guidance Schedules and is through him that young people can have access to basic education, obtain the Secondary Education Obligatory Degree (ESO) and prepare the entrance exams to Vocational Training. In addition to young people they are given advice and guidance to enable them to continue their academic formation (Vocational Training and Bachillerato). The idea of itinerary as methodology is closely linked to the process and it is this idea of the outbound and return path which allows the evaluation of the evolution of any beneficiary on the itinerary. The process is the transformation engine itself and is, in turn, transformable element. The necessary flexibility and adaptability are possible only through continuous evaluation of the phases that will pass the beneficiary of the program. The final evaluation will allow us to evaluate the process of the itinerary and also the results that has led it. Throughout the whole process work in a network with resources and organizations that have been or are working with youth and their families is carried out, if necessary, so that actions arising will be done in a coordinated way and promote the development of their itinerary. Note that some of the people who have started Integrated Guidance Itineraries continue the process today and we continue to work with them at different levels. Given the need for collective intervention, we need to continue doing and supporting this guidance work which achieves that young people can have referenced programs and tutors. This will allow these young people to receive a proper guidance and monitoring process that will lead them to active participation in society and that the effort and investment which all stakeholders, be reinforced by this series of actions. Of course the ultimate goal is that they can regain control of their lives and gain autonomy.

Impact results achieved:

Since the beginning of the project many itineraries have been done that have allowed young people at risk of social exclusion to have their first work, training and educational experiences. Also there are many professional people; educators, teachers and technicians in labor insertion that use our resources for guidance. Apart from this, you can evaluate positively all the visits to the blogs that people have been able to use for free throughout the whole year. These platforms have allowed to guide users and professional towards joint cooperation. The most prominent reference to this are the 91,896 visits to the Blog of the Basic Training Program has received to date.

Stakeholders:

Employed people, students

Contacts (web-site, intent links, etc.):

<http://static.educaweb.com>

<http://www.iniciativessolidaries.com>



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## Practice 18

Company name:

The management body of Lake Pamvotis

Country/region of operation:

Epir, Greece

Name of the good practice:

Protection of Lake Pamvotis

Description:

Objectives:

Protecting the natural ecosystem, restoring and preserving the ecological balance of the lake.

Methodology:

People who work as volunteers in the management body are primarily scientists such as biologists, chemists, farmers, students and graduates who intend to gain professional experience and knowledge of the lake through their participation in the management body. The experience they gain is very valuable for their professional profile. During their participation in the work of the Museum of the Environment, the Environmental Park and the awareness raising events, the management body and the volunteers come into contact with other interested citizens and organizations. Through this network, potential employers are aware of the volunteer's knowledge, experience, environmental awareness and professional qualifications.

Impact results achieved:

Enhancing the knowledge and skills of employees and volunteers in terms of environmental culture, work habits and soft skills.

Stakeholders:

Employed people, youth people

Contacts (web-site, intent links, etc.):

[www.php.gov.gr](http://www.php.gov.gr)



## Practice 19

Company name:

CITIZENS ADVICE BUREAU - CAB

Hull&East Riding Citizens Advice Bureau

Country/region of operation:

United Kingdom



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Name of the good practice:

Mentoring, assistance and care for citizens

Description:

Objectives:

The main actions developed by this good practice are those related to counseling, support and empowerment. These actions are designed to provide mentoring, help and care for citizens.

Methodology:

Internal organization: The Hull & East Riding Citizens Advice Bureau is one of the 382 offices in England and Wales. Each bureau exists to provide free, confidential, independent and impartial advices, information and representation to members of the public on a number of issues, including debts, social rights, employment, housing and all other issues. The Bureau has its own internal organization, which includes, for example, an employment adviser, education adviser, monitoring and follow-up adviser. External organization: Each bureau is an independent registered charity organization related to the national Citizens Advice structure. In order to be called the Citizens Advice Bureau, the organization must meet the membership requirements of this national authority. Each bureau is checked every three years for the quality of advice and organizational stability. The National Authority maintains the local office to function effectively, offers guidance and examples of courses, and ensures consistency in recruitment, training and development, assessment, competence and quality of advice

Impact results achieved:

The Bureau has proven experience in training its volunteers in skills that enable them to get paid employment outside the CAB. In 2011/12, 61 volunteers leave the Bureau to start paid employment (30% of CAB volunteers). 12 more volunteers leave to continue their formal education. Feedback with volunteers shows that their experience and training in the Bureau is a means of their success in getting paid employment.

Stakeholders:

Employed people, unemployed people

Contacts (web-site, intent links, etc.):

<https://www.citizensadvice.org.uk/>



## Practice 20

Company name:

Chamber of Commerce and Economic Development

Country/region of operation:

Detmold Germany

Name of the good practice:

Corporate Social Responsibility





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Description:

Objectives:

Association of medium-sized enterprises to strengthen corporate social responsibility.

Methodology:

The initiative is divided into four working groups and deals with the professional orientation of young people, better integration of migrants in the business, with an increasingly aging workforce involved in enterprises and improvements in work-life rationalization. All activities are based on the performance of the participating companies.

Impact results achieved:

The initiative contributes to improving the capabilities and better integration of Lippe and consists of more than 70 voluntary companies.

Stakeholders:

Employed people, unemployed people

Contacts (web-site, intent links, etc.):

<http://www.verantwortungspartner-fuer-lippe.de/>





#### IV. Vocational guidance and assistance in finding work for unemployed people

The unemployed are most affected by the lack of adequate and timely assistance for labour realization. First, the stress of being unemployed and losing income is very high and it determines to a certain extent the further behavior of the unemployed. It is known that if a person is left without work for more than 6 months and does not maintain social activity, he/she loses his/her labor and social habits, and namely the ability to communicate and to show the best and most useful qualities are the basis for finding a job. Another factor that influences the opportunities for successful realization in the labor market is the lack of confidence and the suspicion that the new employer will do the same as the previous one. This determines the attitude of doubt and the feeling that as much as I give of myself, they can still fire me. Prolonged unemployment leads to long-term unemployment and a complete loss of job-seeking skills, presenting in front of an employer, good and proper self-assessment of skills and opportunities, lack of willingness for prequalification or complementary training to adequately address the labor market. The good practices we share aim to overturn this attitude and help people without work options to find their way.



##### Practice 1

##### **Company name:**

Professional High School of Construction and Architecture, Pazardzhik

##### **Country/region of operation:**

Bulgaria



##### **Name of the good practice:**

Education Management Program for the implementation of the new National Strategy for Lifelong Learning for the 2014-2020 period at the school level

##### **Description:**

##### Objectives:

The main objective of the program is to turn the school into a center for educational, cultural and social activity in the context of the European objective of smart, sustainable and inclusive growth.

One of the important sub-objectives of the Program is related to the implementation of initial and continuing vocational training from the system of permanent adult education, for the realization of which the school actively cooperates with the Bulgarian Chamber of Builders - an associated member since 2000, the Regional and Territorial Labor Office Directorate, the municipal and regional administration, NGOs, private vocational training centers, higher schools and colleges.

##### Methodology:

A distinctive feature of the School Implementation Program for the new Lifelong Learning Strategy is the comprehensive approach to vocational education and training, initial and continuing adult learning, validation of non-formal learning outcomes and self-learning.

The main priorities of the Program are:



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- implementing an educational approach that supports the development of all learners and contributes to the development of thinking, capable and proactive people capable of coping with change and insecurity;
- enhancing the quality of education and training;
- providing an educational environment for equal access to lifelong learning, active social inclusion and active citizenship;
- stimulating education and training tailored to the needs of the economy and changes in the labor market.
- Proposed initial and continuing vocational training is stated as a major need by employers in the construction industry:
- Professional adaptation needs: target specialization; re-qualification; additional qualification; professional rehabilitation;
- Professional development needs: Enhancement of qualifications; protection of a qualification degree;
- Needs of professional integration: motivation, personal and team skills; improving production, quality, new technologies;
- Career guidance needs: career guidance; directing and redirecting unemployed (from the Labor Office Directorates).

#### Impact results achieved:

For the implementation of the Program in the last five years, contributed the participation of the school in the project "New chance for success", grant scheme for direct grant provision BG051PO001-4.3.01 0001 "Literacy of adults" under the Operational Program "Human Resources Development 2007 - 2013 ". The project has trained 275 people who have undergone consecutive training for grades I-IV, V, VI, VII. By continuing their education, some of these people continue their education in the PGSA - Pazardzhik for acquiring the first degree of professional qualification in the profession "Assistant in the construction", major "Basic and finishing works", evening form of study - 38

#### Stakeholders:

Illiterate and poorly literate unemployed persons

#### Contacts (web-site, intent links, etc.):

<http://www.pgsa-paz.com/>

e-mail: [pgsa\\_pivanova@abv.bg](mailto:pgsa_pivanova@abv.bg)



## Practice 2

#### Company name:

The Ljubljana Metropolitan Library

6 public and university libraries from Austria, Ireland, Latvia, Romania, Slovenia and Finland and RNL "P. R. Slaveikov "Veliko Tarnovo

#### Country/region of operation:

Slovenia



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### Name of the good practice:

LinkINjob: job search with the help of librarians

### Description:

### Objectives:

Providing information and training to librarians and unemployed. The project supports the Europe 2020 strategy, boosting knowledge and innovation as a driving force for future growth. One of the objectives of the strategy is to increase the employment rate of the population aged 20-64, which is currently 69% to at least 75%, to increase the participation of women and older workers and to facilitate more effective integration of migrants into the workforce. This project is directly geared towards one of the key objectives of the 2020 Education and Training Strategy.

### Methodology:

It is essential for the unemployed to be informed that they can gain new knowledge and develop their social and civic skills as a means of preventing social exclusion. The unemployed are facing many problems when looking for work, such as the lack of information literacy and skills to discover their own personal strengths and weaknesses and interests. Modern public libraries are local centers for education, culture, information, and at the same time work as social gathering points. They are an important link and point of cooperation between vocational education and training and the labor market. After training the participants at the end of April in Linz, Austria the training activities of the project target group will start - unemployed people will be informed about the opportunities for lifelong learning: non-formal education and non-formal training.

### Impact results achieved:

All citizens should be able to benefit from quality education and to acquire and renew the knowledge, skills and competences needed in employment, social inclusion, active citizenship and personal fulfillment throughout their lives.

### Stakeholders:

Unemployed

### Contacts (web-site, intent links, etc.):

<http://www.linkinjob.eu>



## Practice 3

### Company name:

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

### Country/region of operation:

Austria

### Name of the good practice:

JOBWERKSTATT project

### Description:





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### Objectives:

The aim of the project is reintegration into the labor market by combining "real" learning situations (social, as extracurricular ones) and working in workshops. The aim also includes stabilizing the individual-person level and orientation to employment or training to enable the acquisition of basic qualifications to facilitate entry into a particular profession, apprenticeship or further education. Participants are also helped by additional tips on how to achieve their goal of finding a job.

### Methodology:

Seminars include updating and expanding the different skills needed both to pursue a future profession and to be used in a wider range. Each participant works with an individual coach on an individual modular program which performance is reviewed and reworked if necessary. Supporting the desired career path includes a variety of job search tools, practical learning opportunities (building personal competencies, knowledge and awareness), consulting and networking with potential employers and experts.

### **Impact results achieved:**

This measure exists in Vienna and Lower Austria. In 2013, its expansion was planned and funded in three other regions in Lower Austria. The technical assistance to develop and improve the services provided by AMS (Austrian Employment Agency) is funded by the Ministry of Economics and Social Affairs through the development of a training program aimed at supporting and returning to the labor market.

### **Stakeholders:**

Unemployed

### **Contacts (web-site, intent links, etc.):**

email: [office@best.at](mailto:office@best.at)

[www.best.at/gefoerderte-personalentwicklung/amsjobwerkstat](http://www.best.at/gefoerderte-personalentwicklung/amsjobwerkstat)



## Practice 4

### **Company name:**

STIK Ltd. in partnership with Varna Municipality and Adaptive Training Ltd.

### **Country/region of operation:**

Bulgaria



### **Name of the good practice:**

"ACTIVE FOR SUSTAINABLE DEVELOPMENT OF VARNA MUNICIPALITY"

### **Description:**

Objectives: The objective of the project is to improve access to employment by ensuring the sustainable integration of young people up to 29 years of age into the labor market, in particular those who are not engaged in work, education and training.



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### Methodology:

The organizers worked with a group of 80 people who gained knowledge of the requirements and trends of the labor market and building skills for self-examination and self-assertion. The most difficult to motivate part of the unemployed was chosen - people who are neither in education nor training nor in employment, including those who are not registered as active jobseekers. After the trainings, subsidized employment was provided to Varna Municipality in the following positions: "Landscaping Worker" - 5 persons, "Ecologist" - 12 persons, "Savior in Disasters, Accidents and Catastrophes" - 6 persons and "Computer Operator" - 9 persons. Employer Adaptive Training Ltd also provided a first chance for work for an identified inactive person in the "Organizer, Training" position. Other 31 young local found work with other employers. The most important effect of the work done was that economically inactive young people gained active behavior on the labor market. For this purpose, standardized psychometric tools were used for research including: projective methodology; IQ test - Raven Test; Eisenk personal questionnaire; psychological talk. There were also talks with relatives from the older generation in socially disadvantaged and vulnerable families. As part of the project, two "Active" offices in Varna were set up, where both individual and group meetings were held to support the activation of young people.

### **Impact results achieved:**

At the end of the project "Active for Sustainable Development of the Municipality of Varna" 64 young people up to 29 years of age have found work.

### **Stakeholders:**

Unemployed

### **Contacts (web-site, intent links, etc.):**

e-mail: [stikcenter@abv.bg](mailto:stikcenter@abv.bg)

<http://znamimoga.bg/>



## **Practice 5**

### **Company name:**

"Avangard Personal Consulting" Ltd

### **Country/region of operation:**

Bulgaria - Dobrich

### **Name of the good practice:**

"Services for Assistance of the Small - Sized Business"

### **Description:**

### Objectives:

Support to unemployed people and representatives of newly established micro and small-sized enterprises to starting own business.

### Methodology:





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GOVERNMENT OF BULGARIA



The project was orientated to unemployed people, motivated to receive services for starting of own business and to representatives of newly established micro and small-sized enterprises in the Municipality of Dobrich- town and Dobrich - region. The main criteria by the selection of the participants was their willingness to start their own business, the presence of concept for own business, as well as the motivation for training in entrepreneurship and management of a small - sized company. The beneficiaries - micro and small - sized enterprises with started activities in the last 24 months, have to be motivated for training in entrepreneurship and management, to declare readiness to open working places for unemployed people (minimum 1 place).

Servises - Seminar "Entrepreneurship"; Seminar "Management of a small - sized company"; Seminar "Project development and management"; Working out an individual plan for each one of the beneficiaries; consulting services in the sphere of: business planning, project development, administrative questions, finances management and accounting, human resources management, marketing and advertising, lawyers` offices; IT. Network for mutual assistance.

The participants, with the support of consultative group of experts, have developed individual plan, based on their necessities for development of their business idea, the steps for planning and realization of own business, as well as for development of already existing business.

#### **Impact results achieved:**

20 unemployed people and 5 representatives of small and micro enterprises are trained and consulted.

Three persons from the trained unemployed people have started their own business.

#### **Stakeholders:**

Unemployed people, representatives of small and micro enterprises

#### **Contacts (web-site, intent links, etc.):**

[office@avangardpc.com](mailto:office@avangardpc.com)

<http://www.avangardpc.com/>



### **Practice 6**

#### **Company name:**

Employment Agency

#### **Country/region of operation:**

Bulgaria



Министерство на труда и социалната политика  
**Агенция по заетостта**

#### **Name of the good practice:**

National Program for Training and Employment of the Unemployed "Work"

#### **Description:**

Objectives: Increasing the employment and labor skills of disadvantaged unemployed persons on the labor market from municipalities with high unemployment rate, including: long-term unemployed, unemployed persons with social assistance, unemployed persons without vocational qualification and





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with low education , economically inactive persons incl. discouraged people after registering with the Labor Offices.

#### Methodology:

The program started pilot in 2017 in municipalities with a level of unemployment above the average level for the districts of Vidin, Montana and Vratsa. PROGRAM EMPLOYERS are from the private sector, municipal administrations and municipal enterprises, natural or legal persons, entered in the register for the Social Assistance Agency for providing the services under the activities "Domestic social patronage" and / or "Home assistant", social enterprises, companies for employment, enterprises providing temporary employment, non-governmental organizations and other employers operating within the scope of the Program. Provision of training and subsidized employment to unemployed persons registered with the Labor Office Directorates in order to achieve higher levels of employment and reduce the number of persons at risk of social exclusion and poverty. Subsidized employment is up to 12 months.

#### **Impact results achieved:**

Enhance the job search skills of individuals from the above mentioned groups by including them in motivating active behavior in the labor market.

Forming sustainable working habits for the unemployed by providing subsidized full-time or part-time employment for up to 12 months in various sectors of the economy, including the implementation of community-based activities and the provision of services to the population. Implement integrated actions between employment and social welfare and social inclusion policies.

Improving employability by including literacy courses and / or acquiring competencies from the lower secondary level of primary education.

Increasing the knowledge and skills of the unemployed through inclusion in training to acquire a qualification in a profession or part of a profession.

Improving living conditions and the living environment of the population by addressing technical and social infrastructure issues and providing services to individuals with short-term support and home care needs.

Reducing the number of people at risk of long-term labor isolation and social exclusion.

#### **Stakeholders:**

Unemployed persons registered with the Labor Office Directorates

#### **Contacts (web-site, intent links, etc.):**

<https://www.az.government.bg/pages/nacionalna-programa-rabota/#>



### Practice 7

#### **Company name:**

NPO European Institute for cultural tourism EUREKA (Bulgaria)

"Ovidius" University of Constanta (Romania)



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Chamber of Commerce and Industry - Dobrich CCI-Dobrich (Bulgaria)

The “Institute for the Promotion of Tourism and Applied Economy” Association (Romania)

**Country/region of operation:**

Bulgaria - Romania

**Name of the good practice:**

Joint services and initiatives for sustainable employment and labor mobility in the cross-border area of Dobrich district and Constanta county" - LAB mobile

**Description:**

Objectives:

To foster labor market integrity of the cross border area of Dobrich-Constanta, creating sustainable conditions for labour mobility, employability and entrepreneurship.

Methodology:

Conducting study on the actual state of the labor market in the target cross-border area. Developing a roadmap for sustainable employment and workforce mobility;

Development of a cross border network „Ro-Bg jobs”;

Conducting 3 day workshop „Labour mobility in the cross border area of Dobrich-Constanta”;

Conducting workshop “Roadmap for sustainable employment and workforce mobility in the cross border area Dobrich-Constanta”;

Developing and providing 3 join special training programs on Entrepreneurship for eco and rural tourism, cultural tourism and sport and adventure tourism;

Four Awareness actions for entrepreneurship opportunities;

Conducting 3 joint trainings in innovative entrepreneurship;

Fostering employment and labor mobility in the cross border area through innovative e- learning platform “Ready for my (new) job”;

Elaborating Language courses “Romanian for Bulgarians” and “Bulgarian for Romanians”

Elaborating content of Soft skills section of e-learning platform;

Elaborating content of “Info and advice section”;

Long-term employment opportunities: Creating a Cross-border Lifelong learning center;

Promoting and pilot testing of the e- learning platform and Lifelong learning center;

Initiative for youth employment: Conducting of soft skills training and career consulting;

Conducting 2 language courses;

Conducting of 2 job fairs in Dobrich and Constanta;

**Impact results achieved:**

3 initiatives that activate workforce mobility in the cross border area;



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1440 participants in joint local employment initiatives and joint training;

220 participants in joint educational and training schemes to support youth employment, educational opportunities, and higher and vocational educational across borders

population that have access to joint employment initiatives-30 000 persons.

#### **Stakeholders:**

Unemployed persons of active age, Unemployed young people, Unemployed women, Bulgarians looking for a job in Romania and Romania - in Bulgaria

#### **Contacts (web-site, intent links, etc.):**

E-mail: [eureka@mail.bg](mailto:eureka@mail.bg)

<https://eurekainstitute.eu>



### **Practice 8**

#### **Company name:**

Local Agency of Economic Promotion and Employment

#### **Country/region of operation:**

Spain

#### **Name of the good practice:**

"The Guarantee for Youth (a particular measure within the broader context of the Youth Guarantee)

#### **Description:**

**Objectives:** The aim of the programme is to support young people aged 16-30 years old who are not in employment, education or training (NEETs). The programme seeks to mentor and guide them to plan their own individual employment plans that match their aspirations and profile. The programme makes use of existing resources and gives a particular emphasis to activities which favour labour mobility and training in Europe.

#### **Methodology:**

This programme offers different activities to help with the activation of young jobseekers and to improve their chances of finding work. The main activities include individual mentoring and coaching (to help with the development of an individual employment plan), personal 'branding', language courses, social networking events and international mobility opportunities. The programme also facilitates work placements, apprenticeships and internships in well-known companies in the region in order to give the participants an experience in the labour market and equip them with both transferable and vocational skills. This has been ensured through a proactive approach to work with local employers. The delivery team has developed an 'employer outreach' approach so as to engage right employers as placement providers. The team identifies companies of which activities match the interests of the participants and invites them to get involved. Those that do, obtain a hallmark of "enterprises committed to young people" as a recognition of their collaboration. The programme also provides employment advice in a proactive manner. This includes advising young people who are still



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attending secondary education about the current situation in the local labour market. The programme was co-financed by the EC in its pilot year but has since been funded through its own resources.

#### Impact results achieved:

Both output and outcome data is available for the first two years (2014-2015). In terms of outputs: The Youth Activation Agency has involved 300 NEETs aged 16- 30 years during the first two years, of which 297 got involved in the development of their own personal employment plan. The number of participants doubled from the pilot year to the second year of implementation (93 in 2014 and 204 in 2015). The Agency has signed 147 co-operation agreements with local companies/institutions on the provision of work placements /internships for the participants. Again, the number of such agreements has doubled in the first two years, from 46 to 101. A total of 182 participants (NEETs) have taken part in internships, work placements, apprenticeships and training courses (59 in 2014 and 123 in 2015). In terms of outcomes, the Agency has supported 120 NEETs into employment, making up 40% of all (297) participants. The labour market integration rate has improved from 35% in 2014 to 43% in 2015; 33 out of 93 NEETs found a job in 2014 and 87 out of 204 NEETs in 2015.

#### Stakeholders:

Young people (aged 16 to 25 years)

#### Contacts (web-site, intent links, etc.):

[jmiranda@gjjon.es](mailto:jmiranda@gjjon.es)

<http://empleo.gjjon.es>



### Practice 9

#### Company name:

Hrvatski zavod za zapošljavanje (HZZ) - Croatian

Employment Service (CES)

#### Country/region of operation:

Croatia



Hrvatski zavod za zapošljavanje

#### Name of the good practice:

Targeting NEETs - key ingredients for successful partnerships in improving labour market participation

#### Description:

##### Objectives:

To make career guidance services available: through the CISOK web portal on the internet by personal contact at CISOK premises; to become central points for outreach and activation of NEETs; to provide lifelong career guidance services to all citizens based upon the identified needs of clients - young people, adults, employed, those outside the labour market - NEETs, students, teachers and employers; to provide accessible, open and recognisable services and to enhance the existing career guidance and counselling services in Croatia; to broaden the number of users of career guidance - especially those who are not included in any of the measures delivered by CES and other institutions and those who are not in CES register; to make career guidance services visible to all who need career



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guidance; to deliver tailor made services to clients; to include all relevant partners in the process of lifelong career guidance.

#### Methodology :

Triage support at different levels of help: individual case managed services, brief assisted services, self-help services; case managed services which include career counselling - individual coaching for those who need more help in career decision making; group activities - to improve career management skills and other competences needed for successful integration into the labour market/education; self-assessment of needs and possibilities - identifying resources and services which are used to make informed choices on occupation, education or employment possibilities; self-help websites which include self-assessment tools, occupational information, information on job vacancies, education opportunities etc. Activities aimed towards NEETs were conducted on two levels: national - establishment of a single, recognizable system for identification and outreach in order to activate NEETs; regional/local - development of specific measures which depend on regions' characteristics, resources and specifics. Outreach activities towards inactive NEETs: information on employment opportunities and involvement in the apprenticeship/internship, education and training; information and counselling on professional career development; improvement of career management skills through individual/group counselling; workshops on job search techniques; information campaigns through various forms of communication (internet, social networks, brochures, panel discussions at the local level). Campaigns will be organized for specific target groups (based on educational level, age, gender etc.) and based on the data that will be available after the establishment of a NEET monitoring system; motivational activities to activate young people on the labour market; job vacancies access.

#### **Impact results achieved:**

From July 2013, when the first 8 CISOK centres were set up, to September 30 2015 there were 92 396 users of CISOK services: 34 712 primary and secondary school pupils, 37 841 unemployed persons, 5 554 employed persons and job seekers, 1 959 students, 12 330 others (employers, parents, school associates, career counsellors etc.). Satisfaction with the service was very high: 95.6% of the clients were satisfied or very satisfied with the services provided. Monitoring of the CISOKs is under the authority of the CES Central office. All activities with clients are recorded into the CISOK web application. Each year an annual work plan is made. This plan includes indicators of performance which are being monitored during the year and by which reports are made on a monthly, quarterly, half-yearly and annual basis. These reports include relevant data on clients and activities and results of clients' satisfaction surveys which are conducted on a regular basis. Career guidance services are delivered to new clients which are not included in services by some other institutions New partnerships are set up. Public awareness about the importance of career guidance services is raised. Better cooperation and coordination of the organizations in sector of employment, education and social inclusion is established.

#### **Stakeholders:**

Long-term unemployed (more than 12 months), People not in education, employment or training (NEETs), Young people (aged 16 to 25 years)

#### **Contacts (web-site, intent links, etc.):**

[mirjana.zecirevic@hzz.hr](mailto:mirjana.zecirevic@hzz.hr)

<http://www.hzz.hr/>



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## Practice 10

### **Company name:**

VDAB (PES of Flanders), together with ESF Agency

Flanders (ESF management authority)

### **Country/region of operation:**

Belgium

### **Name of the good practice:**

Practical support for the design and implementation of Youth Guarantee Schemes event (La Hulpe)

### **Description:**

#### Objectives:

The overall aim of the WIJ Programme was the integration of young vulnerable people into employment to prevent their long-term exclusion from the labour market. Due to the young people's obsolete skills and lack of motivation to enter the labour market, the programme aimed at improving their skills and enhancing their employability. The ultimate goal was to provide the participants with qualifications that could facilitate their transition into the labour market.

#### Methodology:

The measure consisted of an integrated set of activities that supported the young person's labour market integration. Activities included: Group sessions with orientation and competence building; Work experience in a real work place or training, for example through traineeships, vocational training or other federal measures such as the Instapstages Programme offering apprenticeships; and Qualification/certification for the acquired skills. These could be awarded by an educational organisation, the participant's mentor or the counsellor. The activities were accompanied by intensive individual coaching, as well as follow-up/counselling during the first three months of employment.

### **Impact results achieved:**

The programme quickly demonstrated success in terms of number of participants, as well as participants' capability to plan their future careers. A survey amongst project partners showed that participants in the programme became more capable of taking informed decisions about their futures when attending the programme. From 2013 to 2015 3.710 young people will participate in the programme. In October 2013 the number of participants in the programme amounted to 897 young people whose participation was facilitated by project partners. The youth pathways are all determined by the VDAB, and are then guided by the partners in the project.

### **Stakeholders:**

Low-skilled people, People not in education, employment or training (NEETs), Young people (aged 16 to 25 years)

### **Contacts (web-site, intent links, etc.):**

[filip.vanderstraeten@vdab.be](mailto:filip.vanderstraeten@vdab.be)





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## Practice 11

Company name:

ÖIBF - Österreichisches Institut für Berufsbildungsforschung  
Austrian Institute for Research on Vocational Training

Country

Austria

Name of the good practice

Checklist for the future education

Description:

Objectives:

The aim of this tool is to support the choice of a future course of training / education, also taking into account its quality. In the quest to provide comprehensive information, the objective covers several aspects: opportunities for consultation, funding opportunities and consumer rights protection.

Methodology:

Several categories are included in the tool like:

- adult training / education;
- counseling;
- financing;
- Legal protection;
- training for women;
- e-learning and others.

Choosing the option "My ideal course" allows you to place individual preferences, for example: price / service ratio; qualification of the trainer, etc. The selection results are shown.

Impact results achieved:

Criteria catalog, including a guide to using the website. Practical information on experience and training of adults as well as useful links. A forum was created as an opportunity for additional information to the site.

Stakeholders:

Employed • unemployed

Contacts (web-site, intent links, etc.):

[www.checklist-weiterbildung.at](http://www.checklist-weiterbildung.at)



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## Practice 12

### Company name:

Ministry of Education and Science

### Country/region of operation:

Lithuania

### Name of the good practice:

AIKOS - Open vocational information, counselling, and guidance system

### Description:

#### Objectives:

Assisting individuals to make educational, training and occupational choices and to manage their careers by ensuring access to relevant information, tools and opportunity to receive advice or further assistance from guidance counsellors.

#### Methodology:

The main AIKOS functions are to import and export data according to the rules of this Regulations (data import / export subsystem), process and systemise the data (data processing subsystem) and to provide (information provision subsystem, administering subsystem) relevant information on learning skills on career planning, vocational information and counselling.

#### Organization structure:

- \* Data providers - Ministry of Education and Science, Department of Statistics of the Republic of Lithuania, Lithuanian Labour Exchange, Labour Market Training Authority, Schools
- \* Technical support and administration - Centre of Information Technologies for Education
- \* Administration of the e-mails and FAQ - Career Planning Unit (placed at the Lithuanian Youth Information and Technical Creativity Centre)

#### Information structure:

- \* Occupations
- \* Qualifications
- \* Programmes
- \* Institutions
- \* Certificates
- \* Licenses
- \* In-service training programmes and events
- \* Education and labour statistics.

### Impact results achieved:

#### Success factor

- \* Strong policy support
- \* Collaboration between different partners



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- \* Network of Career Information Points
- \* Management of project
- \* Financial support from EU structure funds
- \* Internet access at home and at schools
- \* Good students e-skills (internet)

#### Stakeholders:

Groups of users: students, entrants, drop-outs, pupils' parents, guidance counsellors, policy makers, employers, disabled, immigrants, (ex)inmates, registered users)

#### Contacts (web-site, intent links, etc.):

[www.aikos.smm.lt](http://www.aikos.smm.lt)

[www.itc.smm.lt/?page\\_id=2639](http://www.itc.smm.lt/?page_id=2639)

email: [vainas@ipc.lt](mailto:vainas@ipc.lt)



### Practice 13

Company name:

Provincia di SIENA - Centro Studi Pluriversum ITALIA

Country/region of operation:

ITALIA

Name of the good practice:

Siena Guidance for young people - Guidance services, job-support and active labor market policies

Description:

Objectives:

The goal of guidance and support services to young people is to provide the tools needed to improve their employability, accompanying them on the way to work and removing the obstacles of the person.

Methodology:

The project organization and management guidance, job-support and active policies for young people expected to use the services of the employment center by the citizen becomes a path in the flexible and personalized service, which involves the reconstruction of a plan individual action. The different types of actions are placed in three general categories, namely the actions of basic orientation, the orientation activities specialist and accompanying actions and supported employment and the creation of professional-training project. Activities for young people plays a specific role the tutor of the right / duty, which performs a number of actions towards children at risk of vocational education and training. The shares that are held by the identification of the user acceptance, to take charge dino accompaniment and monitoring of the path of the young.

Impact results achieved:





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The service coordinator provides methodological support that ensures the achievement of the same quality standards of the action provided in all territorial CPI. In the course of the entire project it is expected to direct the system to monitor and evaluate the performance and architecture of the shares granted. Siena Youth Guidance activities are always under construction, but from years of experience and continuity of service delivery shows a positive result, especially for young people.

Stakeholders:

Young and unemployed young adults, students at risk of vocational education and training, NEET, students at risk of leaving school and training.

Contacts (web-site, intent links, etc.):

<http://www.pluriversum.eu/>

E-mail: [info@pluriversum.it](mailto:info@pluriversum.it)



#### Practice 14

Company name:

Ministry of Social Affairs

Country/region of operation:

Coevorden, Netherland

Name of the good practice:

Laundry

Description:

Objectives:

Creating opportunities for job-seekers to be successful in the labor market.

Methodology:

Practice is an excellent example of corporate social responsibility for both local authorities and a large industrial laundry company in the area. This is a small industrial laundry in a sheltered place, where jobseekers can work on a voluntary basis (ie without getting full wages, but naturally compensated, for example, for travel expenses and other necessary expenses). Jobseekers are assessed based on their competencies (professional and life skills such as teamwork, how to communicate with people in power and whether they come to work in time), and if necessary, other assistance is provided, such as in budget management or related to drug abuse problems. Jobseekers are also helped to find jobs or (paid) positions in other companies in the field. The idea of setting up such training firms came when it was discovered that many local firms are quite willing to help jobseekers gain experience. However, they also want local authorities to realize their responsibility and, at the same time, jobseekers to be taken seriously. Therefore it is important that the work is done with real economic value.

Impact results achieved:



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Encouraging people of working age to stay in the small settlements with an aging population through providing them work and training.

Stakeholders:

Unemployed people

Contacts (web-site, intent links, etc.):

<https://www.coevorden.nl>



## Practice 15

Company name:

Exit Foundation

Country/region of operation:

Espania

Name of the good practice:

Job Exit

Description:

Objectives:



The Job Project has the objective of increasing job opportunities of young people through direct contact with companies. We train them for entry into the labour market by providing them with the necessary tools and supporting them to achieve their career goals.

Methodology:

We carry out two complementary activities: Customized Training and Intensive Training to facilitate entry into the labour market. The methodology is based on a model by competences, therefore youths can develop skills and abilities beyond their training curriculum. We collaborate with companies that have vacancies to fill. Together we define the professional profiles by competences and carry out short list processes with the objective that youths showing better performance be contracted. Module of two months in which young people undergo intensive training with the objective of positioning their candidatures in short list processes through the following activities: Initial Speed Dating, Identification by competences, Creation of personal brand and Final Speed Dating.

Impact results achieved:

945 young people and 37 companies for Tailor-made training program

308 young people and 135 companies for Intensive training program

Stakeholders:

young people

Contacts (web-site, intent links, etc.):

<https://www.fundacionexit.org>

[info@fundacionexit.org](mailto:info@fundacionexit.org)



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## Practice 16

Company name:

Ministry of Education, Research and Youth

Country/region of operation:

Romania

Name of the good practice:

INTESPO - Recording of Young People in the Public Employment Service Records

Description:

Objectives:

The project aims is to increase the number of young people neither in employment nor in education or training (NEET) registered with the Public Employment Service (SPO), and identify at least 200,000 young people aged 16-24 who are not registered in SPO.

Methodology:

The NEET category includes young people who have failed to integrate into the labor market for various reasons (lack of employment opportunities, lack of skills required on the labor market, etc.), and were not included in education or training programs. The new program mainly targets young people with low level of skills, who encounter difficulties in terms of social integration. At least 160,000 of those who will be identified within this program will be registered with the SPO and will receive information and professional counseling. Data from EU's statistical office Eurostat showed that nearly one in four young people aged 20-24 in Romania (23.6%) was neither in employment nor in education or training in 2016, this being one of the highest shares in the EU.

Impact results achieved:

Identify at least 200,000 young people aged 16-24 who are not registered in SPO.

Stakeholders:

young people aged 16-24 who are not registered in SPO

Contacts (web-site, intent links, etc.):

[irina.marica@romania-insider.com](mailto:irina.marica@romania-insider.com)



## Practice 17

Company name:

Ministry of Education, Research and Youth

Country/region of operation:

Romania

Name of the good practice:

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## Diaspora Start Up

### Description:

### Objectives:

The projects are dedicated to Romanian entrepreneurs who live outside the country or to those who recently came back in Romania and want to capitalize their professional skills achieved outside by opening a business in Romania.

### Methodology:

Romanian citizens who lived outside the country for at least 12 months and want to set up a business in Romania, can access the minimis aid valued at EUR 40,000 and can attend entrepreneurship courses (including e-learning type), through the entrepreneurship scheme. „We assumed measures that encourages the return of Romanians back home through the Governing program. I am glad to announce the contribution of European funds to this important objective for Romania. We need to understand that our country can become stronger if it knows to capitalize the education, work power and creativity of our young people,” said Rovana Plumb, minister-delegate for European funds. The proposals were submitted within the projects call POCU/89/3/7/”The occupancy growth through the support of non-agricultural enterprises from urban area- Diaspora Start Up” by the administrators of entrepreneurship scheme (local public authorities, trade chambers, continuous professional formation services suppliers, unions, professional associations and NGOs). Diaspora start-up is part of the Priority Axe 3- Work places for everyone, investments priority 8iii- independent activities, entrepreneurship and enterprises set-up, including micro-enterprises and innovative SMEs.

### Impact results achieved:

Capitalizing the professional skills achieved of the outside entrepreneurs who live outside the country by opening a business in Romania.

### Stakeholders:

Romanian citizen that life out of country

Contacts (web-site, intent links, etc.):

<http://www.business-review.eu>



## Practice 18

### Company name:

Corona Foundation

S.C. Info-Educatia S.R.L.

### Country/region of operation:

Romania

### Name of the good practice:

READY FOR THE FUTURE - YOUNGSTERS AT THE BEGINNING OF CAREER

### Description:

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## Objectives:

Increasing employability and socio-professional integration of young unemployed (16-24 years) from Iasi County, by conducting activities of information, advice and training. Methodology:

Providing information, advice and guidance for 250 unemployed young people to develop their skills in using modern methods and techniques for finding and securing a job (search, writing CV, letter of intention, etc.). Provision of continuous vocational training for a total of 40 unemployed youth. Unemployed people who have no qualifications or whose qualifications are not required anymore on the labour market will be guided through professional counselling to choose a training course. Obtaining certifications will help them to find a job. Providing entrepreneurial education (advice and assistance for starting an independent activity) for a total of 40 unemployed youth. Unemployed persons who demonstrate entrepreneurial skills will be directed to entrepreneurship education courses developed within the project. These courses will provide a factual basis for counselling individuals in starting an independent activity. Organisation of a job club to facilitate access to employment for 250 unemployed youth in Iasi County. Organizing a job club aims to maximize the efforts to facilitate access to employment for the unemployed who are looking for a job and facilitate labour market mediation. Counselling for a vocational career (including psycho-professional testing) to find out what job is best. It helps to know better yourself in group counselling sessions and individual counselling in order to make an informed choice regarding the professional future. Free training courses in the field that job is the best. According to the psychological profile done by our professionals and your personal options you can choose any training course you want. The training course you choose together with us and our organisation pays the costs of training. Free training for entrepreneurial education and counselling on entrepreneurship. If you want to learn entrepreneurial skills and how to initiate and to develop a business then we provide you the necessary resources. All training courses are certificated by the Ministry of Labour, Family and Social Protection.

## Impact results achieved:

consulted and motivated 250 unemployed young people

professionally trained 40 unemployed youth

trained 40 unemployed youth for entrepreneurship

## Stakeholders:

unemployed young people

Contacts (web-site, intent links, etc.):

<http://www.fundatiacorona.ro>



## Practice 19

### Company name:

Ministry of Labour, Family and Social Protection

Ministry of Education and Scientific Research

Ministry of Energy, Small and Medium Enterprises and Business Environment



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Country/region of operation:

Romania

Name of the good practice:

“Guarantee for Youth”

Description:

Objectives:

To reduce unemployment among young people aged 16 to 24 years, through facilitation of quality jobs. Specifically, it seeks to ensure that young people under the age of 25 years, who lost their jobs or who can not find one after graduation, will receive a quality offer for either employment or continuing education or entry into apprenticeship, or performing an internship. The offer will be received within 4 months after registration at employment agencies. All measures of the scheme “Guarantee for Youth” are supported through various forms of financial support granted to either future employees or employers. Methodology:

Subventions to employers for apprenticeships; Free assessment of competences acquired through nonformal and informal education; Free training courses offered by authorised educational centres; Free career counselling; Subventions to employers that hire youngsters with risk of social marginalisation (disabled, rhoms, placement centres leavers, etc.). Measures within the responsibility of Ministry of Education and Scientific Research - “Second chance for primary education” for youngsters older than 14 years to recover the primary education; “Second chance for secondary education” for youngsters older than 14 years to recover the secondary education; Scholarships for students that follow vocational courses; Measures within the responsibility of Energy, Small and Medium Enterprises and Business Environment; Developing entrepreneurial skills among young people and facilitating their access to funding (START); Stimulating the creation and development of micro-enterprises by young entrepreneurs (SRL-D); Training stages for young entrepreneurs (up to 6 months) with experienced European entrepreneur.

Impact results achieved:

Guarantee for Youth was the greatest programme for young people in the last 25 years.

Stakeholders:

unemployed young people

Contacts (web-site, intent links, etc.):

<http://www.mmuncii.ro/j33/index.php/ro/comunicare/comunicate-de-presa/3765-garantia-pentru-tineret-cel-mai-amplu-program-de-combatere-a-somajului-in-randul-tinerilor-din-ultimii-25-ani-8-aprilie-2015>



## Practice 20

Company name:

NATIONAL AGENCY FOR ROMA

Ministry of Education



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Fundacion Secretariado Gitano from Spain

Country/region of operation:

Romania

Name of the good practice:

TOGETHER ON LABOUR MARKET

Description:

Objectives:

The main object of this project is to promote social inclusion of Roma people in the employment area at national level by implementation of ACCEDER model in Romania, which was a best practice program funded by European Social Fund and implemented in Spain during 2000-2006. Methodology:

The goal of the project would be achieved through vocational trainings for Roma men and women, trainings that would be adapted to the demand of the Romanian labour market. Another activity of the project would be the stimulation of Romani children between 14 and 16 years to attend the school in order to increase their chances on the labour market. The project was developed taking in consideration several factors that contribute to the high unemployment of Roma people in Romania, namely racial discrimination, lack of professional qualification, low vocational preparation and non-correlation of the work needs of Roma with labour market. Impact results achieved:

The expected outcomes of the project are the following: To increase the life standard of the Roma employed and their families due to the vocational training courses and prevention of the school abandon; To create a network among institutions, agencies and civil society that will implement this project; To establish the premises of Roma participation to the improvement of the economic situation of mainstream society; To improve the image, perception and self esteem of Roma people; To prioritise equality of gender for Romani women; To develop the managerial partnership model in Romania.

Stakeholders:

6770 Roma people between 16-64 years old and Roma young people between 14 and 16 years old.

Contacts (web-site, intent links, etc.):

<http://www.anr.gov.ro/>



## V. Vocational guidance and assistance for people with special needs and problems

This group is very diverse and the approach towards its representatives must be very delicate. This includes people with disabilities, representatives of vulnerable groups - single mothers, immigrants, victims of violence, ethnic minorities, etc. The opportunities for professional realization of this segment of society are specific due to the peculiarities and characteristics that each representative of the group carries. In the realization of the connection vocational training - labor market it is necessary to take into account all details of the living and social environment, physical and mental health, cultural and religious features, etc. The selected good practices are concentrated on the one hand on the positive and inspiring example and on the other hand on the highly professional approach of the people who have implemented them.



### Practice 1

**Company name:**

Veliko Tarnovo municipality

**Country/region of operation:**

Bulgaria

**Name of the good practice:**

Development of skills and employability of people with permanent disabilities

**Description:**

Objectives:

Establishment and development of a “Dream Workshop” social enterprise that provides opportunities for sheltered employment of persons leaving specialized institutions as well as the employment of people with permanent disabilities on the territory of the municipality as an innovative form of social service to build a supportive environment for active social inclusion.

Methodology:

The “Dream Workshop” is an innovative model for creating secure employment and workforce development. It is a special mechanism for social inclusion of people with disabilities and persons leaving specialized institutions. It provides opportunities for employment of people with permanent disabilities on the territory of the municipality. The aim is to develop products that are marketable to tourists, guests and international partners of the municipality. To a large extent this is not just a craft activity, but an important element of rehabilitation and occupational therapy for people with mental problems. By participating in sheltered workshops, they fulfill their dreams of work and community service because they have never worked. Four protected workshops were created: production of ceramic souvenirs; production of leather souvenirs; manufacture of knitwear and textiles; making of souvenir panels and postcards using so called graphics with thread, t-shirts, etc. The main challenges are related to: providing additional opportunities for education and vocational training for people with disabilities; creating employment programs with special rules for people with intellectual disabilities; creating a workplace accessible to everyone, including people with severe disabilities.





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### Impact results achieved:

A functioning Social Enterprise with 20 work places was created, out of which 16 sheltered occupations for people with intellectual disabilities; a Center for Social Counseling and Supported Employment has been established as an innovative social service to support people with permanent disabilities for transition to the real labor market.

### Stakeholders:

People with permanent disabilities and people with mental problems - 80 intellectually disabled people leaving specialized institutions, 34 persons placed in protected housing in Tserova Koriya and Debelets, 50 people with permanent disabilities and 28 disabled people from the Home for the elderly people

### Contacts (web-site, intent links, etc.):

<https://www.veliko-tarnovo.bg>

email: [mayorvt@vt.bia-bg.com](mailto:mayorvt@vt.bia-bg.com)



## Practice 2

### Company name:

The National Federation of Employers of Disabled (NFRI)

### Country/region of operation:

Bulgaria



### Name of the good practice:

Innovative services for the social inclusion of people with disabilities

### Description:

### Objectives:

The main objective of the project is to extend the possibilities for mediation and assisting people with disabilities to find a job, incl. e-mediation, to overcome social and electronic exclusion by applying innovative approaches - e-site development, e-consulting and on-line training.

### Methodology:

The Alternative Social Service for Electronic Specialized Intermediation is targeted at two key stakeholders: Jobseekers: By providing career guidance, information and services, incl. through distance work (on-line) in accordance with the opportunities, desires and capabilities of people with disabilities in the open labor market; individual support from work mentors. Employers: through counseling and support from the Bureau's expert team in adapting and equipping workplaces according to the needs of people with disabilities. Contacts with employers are established as well as mentoring for starting work, orientation for professional realization in accordance with the personal qualities of people with disabilities from the target group. There is support for the self-employment of disabled people to start their own business, consultancy in the development of project ideas and business plans.

### Impact results achieved:

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Provided employment for 10 persons with disabilities;

4 disabled people supported to start social entrepreneurship;

Established social competences of 25 labor mediators for providing the service on the territory of the country in the 6 planning regions for the future development of the social service for supported employment;

Increased awareness of disabled people's opportunities and changing employers' attitudes towards employing people with disabilities through the organization of 6 regional forums in all country planning regions and 1 national forum.

#### Stakeholders:

Persons with permanent disabilities regardless of type and degree of disability in the whole country.

Employers - Municipalities and providers of social services for people with disabilities

#### Contacts (web-site, intent links, etc.):

[www.nfri.bg](http://www.nfri.bg)

e-mail: [nfri@abv.bg](mailto:nfri@abv.bg)



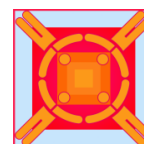
### Practice 3

#### Company name:

Association "Child and Space"

#### Country/region of operation:

Bulgaria



#### Name of the good practice:

Preparation and support for independent and full-bodied life of freedom

#### Description:

##### Objectives:

Support for women serving a sentence - imprisonment for successful reintegration into society, reducing the risk of relapse and abandonment of children after serving the relevant sentences

##### Methodology:

Providing adequate psychosocial services based on a developed model of risk assessment of relapse and analysis of women's needs, their social and psychological decision-making needs and parental capacity. Improving the opportunities for effective reintegration and prevent recidivism after release. Improving the capacity and sensitivity of prison staff in the city of Sliven, external experts, members of the NGO sector to support vulnerable groups in prison, including Roma women and other marginalized groups. Approbation of a specialized program practice for rehabilitation and re-socialization of women serving imprisonment. Raising awareness of stakeholders. Each of the practices introduced by the "Child and Space" team is flexible and tailored to the individual needs and assessments of the convicted.



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### Impact results achieved:

Trained prison staff and other professionals, representatives of the various institutions concerned with the support of women serving a prison sentence.

Group work with women serving prison sentences in the prison in Sliven on the basis of an approved program and a Handbook for professionals with video material.

### Stakeholders:

Women serving prison sentences on the territory of the prison in Sliven (including mothers of young children of Roma origin and other minority groups); prison staff, including the two dormitories; representatives of the NGO sector and local institutions, as well as representatives of municipalities from the country, prison staff from all over the country, representatives of the non-governmental sector, volunteers, police officers, etc., concerned with working with personers serving imprisonment.

### Contacts (web-site, intent links, etc.):

<http://www.childandspace.com>

email: [child.space@abv.bg](mailto:child.space@abv.bg)



## Practice 4

### Company name:

Verein freiraum

### Country/region of operation:

Austria

### Name of the good practice:

FREIRAUM Advisory Center

### Description:

#### Objectives:

The activity of this association is focused on working with women. The topics cover a whole range of issues - from domestic violence and loneliness, to educational gaps and job search. In addition to providing consulting services, the association is trying to create a network among its clients (women and girls) within their region (Syria).

#### Methodology:

The services of the association are accessible to every woman, regardless of age, background or social status. The use of the services is free of charge. Anonymity and confidentiality are guaranteed. After registering on the Center site, women can share and comment on issues that concern their future.

### Impact results achieved:



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In 2014, 331 women and 27 women's associations have resorted to Freiraum services. The most popular and active group was the Women's Breakfast Group. In individual consultations, the most frequently shared topics were related to the issues of: mental health, relationships and work. The center also focuses on media presence.

### Stakeholders:

Women at risk

### Contacts (web-site, intent links, etc.):

[www.verein-freiraum.at](http://www.verein-freiraum.at)

email: [office@verein-freiraum.at](mailto:office@verein-freiraum.at)



## Practice 5

### Company name:

Municipality of Rouse

### Country/region of operation:

Bulgaria

### Name of the good practice:

"Social Enterprise - Public Dining Room"

### Description:

#### Objectives:

Developing social entrepreneurship as a factor in improving the quality of life of vulnerable groups and their sustainable social integration through economic and social activity. Establishment and development of a new social enterprise on the territory of the Municipality of Rousse in order to improve the quality of life of persons from vulnerable social groups and to optimize the social expenses of the municipality; Creating protected jobs for vulnerable disadvantaged groups as part of measures to address local problems stems from the poverty and social exclusion of people in the municipality. Creating employment and enhancing the competencies of specialists by recruiting them as employees in the social enterprise as a factor in promoting the principles of the social economy; Implementing good practices in the field of social entrepreneurship and social services as a factor for the sustainable integration of persons from vulnerable groups; Raise awareness among citizens and stakeholders about the issues of social exclusion and the opportunities for sustainable integration by applying the principles of the social economy.

#### Methodology:

A staff selection methodology has been drafted and approved, which sets criteria that meet the horizontal principles of equality and non-discrimination. Twelve persons from vulnerable groups and 5 persons - social enterprise staff were selected according to the pre-prepared methodology developed by a social worker. A public dining room for socially disadvantaged people has been set up, where representatives of the target groups have the opportunity to improve their work skills in





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GOVERNMENT OF BULGARIA



the form of employment in a real working environment. Work in the public dining room was also accompanied by motivational training in a specialized environment for active work behavior. The created production base allows the simultaneous work of 12 persons. Main menus have been prepared. Daily meals are provided on weekdays to socially disadvantaged citizens from the municipality - adults and lonely people, minority persons, single mothers, large families, etc. Individuals from vulnerable groups are hired as assistant chefs, people who will spill food and serve consumers, people who will help in the kitchen with preparation and cleaning of food and premises. Together with the calculant and the host of the SPOT, their helpers from vulnerable groups also work, studying the activity in practice with a view to its application in the future. Employees of the enterprise include a manager who is engaged in the entire business, an accountant of the enterprise that manages the company's own accounting, chef, calculant, and host. As part of the implementation of the project, the users of the public dining service do not pay any fees for using it as they are mainly people from vulnerable target groups and can not afford other similar services such as home social patronage.

#### **Impact results achieved:**

Ensured secure employment for the target groups; Elaborated and adapted new jobs for people in the target groups; Motivational training conducted for disadvantaged people in a specialized work environment to acquire skills for active behavior and autonomy; Jobs are created for specialists in the social economy sector; Employment for 12 persons from vulnerable groups; Provision of hot food to 100 persons - socially disadvantaged; Established organizational structure, methodology and approach to create secure jobs within a functioning social enterprise that will ensure the good level of supply and implementation of this type of innovative social service in the future. Preservation of the building of the public dining room, which will ensure the subsequent employment of at least 5 persons from the vulnerable groups.

#### **Stakeholders:**

Persons with permanent disabilities, former prisoners, single parents, mothers of many children, persons from minority ethnic groups, persons leaving specialized institutions, long-term unemployed persons subject to social assistance

#### **Contacts (web-site, intent links, etc.):**

<http://www.ruse-bg.eu>



### **Practice 6**

#### **Company name:**

The Swedish Public Employment Service, (Arbetsförmedlingen)

#### **Country/region of operation:**

Sweden

#### **Name of the good practice:**

Etableringsuppdraget

**ARBETSFÖRMEDLINGEN**  
SWEDISH PUBLIC EMPLOYMENT SERVICE



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## **Description:**

### Objectives:

The aim of the Introduction Programme is to help refugees to learn Swedish, get work and earn their living in the country as quickly as possible.

### Methodology:

One of the first things that happens when a person receives a residence permit is that he or she is called to a meeting at Arbetsförmedlingen for an introduction interview. During the first introduction interview, previous experience and skills are mapped out. Because we meet the jobseeker at an early stage, we can quickly identify experience, qualifications, competences and career aspirations. In cooperation with the participant we create an individual plan for him or her to establish himself or herself on the labour market. The introduction plan describes the activities that the person needs to enter employment or studies. It should always include Swedish for Immigrants (sfi), civic orientation and employment preparation activities (for example validation of educational and professional experience and/or employment training). The introduction plan is a living document and the activities in the plan change as required. The participant meets regularly with an employment officer to review and update the plan. At the beginning of the introduction period, we focus on assessing whether the person's skills and input can be identified and validated. Over time, the plan increasingly consists of work-related activities. Arbetsförmedlingen is responsible for coordinating the introduction of newly arrived immigrants, but a successful implementation is dependent on all stakeholders working together. But it is also important that participants' personal needs are taken into account. This means that schooling, childcare, health, economy and housing must be arranged to enable integration and entry into the labour market. This in turn requires good cooperation between Arbetsförmedlingen and other stakeholders which the person comes in contact with.

### **Impact results achieved:**

The number of participants has risen continuously from an average of 4,350 during the first year (2011) to an average of 48,360 in 2015. As at August 2016, a total of 111,363 individuals have been supported. In May 2016, 44,788 of those participants had finished their participation in the programme. Thirty percent of those that finished their participation are in employment or studies ninety days after their participation. Stockholm University published their findings concerning the first year of the Introduction Programme on 15 April 2016. They compared the results for those who started their introduction plan between 1 December 2010 and 31 December 2011 with those who participated in the old introduction program between 1 January and 30 November 2010. The study found that newly arrived immigrants that participated in the new introduction programme had a higher rate of employment, had a higher average income and participated in employment training more often.

### **Stakeholders:**

Migrants

### **Contacts (web-site, intent links, etc.):**

<https://www.arbetsformedlingen.se/>

[wiebe.vanderwerf@arbetsformedlingen.se](mailto:wiebe.vanderwerf@arbetsformedlingen.se)



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## Practice 7

### **Company name:**

Ministry of Education and Culture

### **Country/region of operation:**

Finland

### **Name of the good practice:**

Voucher for Self-Motivated Studies in Liberal Adult

### **Description:**

#### Objectives:

This scheme aims to contribute to increasing the participation rate in adult education of disadvantaged groups, such as the unemployed and immigrants. It also aims to reduce regional differences in the availability of education. The support is intended to facilitate selfmotivated studies not leading to qualifications, often related to language skills or ICT skills. The scheme covers all or part of the participation fee in accordance with the education provider's assessment. Liberal adult education provides not only education for the needs of labour market but also possibilities of development for seniors and pensioners. Therefore a notable part of the vouchers are used also for the needs of this target group.

#### Methodology:

Vouchers for self-motivated studies in Liberal Education are provided by Liberal Adult Education Institutes. The government awards grants to Liberal Adult Institutes and the institutions then offer courses to prioritised groups for no cost or at a reduced cost. Participants can choose from a preselected voucher programme or from a range of studies. Further, institutions can also organise tailored courses for certain disadvantaged groups.

### **Impact results achieved:**

Outputs: 80,000 participants in 2010 and 2011, of which 12% were unemployed and 8% were immigrants. Outcomes: No counterfactual research exists on the effectiveness of the voucher scheme. According to recent qualitative studies, the scheme has appeared effective. On a subjective level, the scheme has provided positive health effects and social and learning-related experiences. Immigrants and the unemployed mentioned, in particular, the effects that the training had on their information search and problem-solving skills. On a policy level, the scheme has evidently increased participation of disadvantaged groups to adult education, especially of immigrants and the unemployed. In addition, it also offered a linkage to further participation in education. The voucher scheme is claimed to have achieved its education political aims. It has contributed to educational equality and encouraged humane and pedagogic values.

### **Stakeholders:**

Disabled people, Minority ethnic groups, People not in education, employment or training (NEETs), Unemployed, People with learning disabilities, Seniors

### **Contacts (web-site, intent links, etc.):**

[kirsi.lahde@minedu.fi](mailto:kirsi.lahde@minedu.fi)

[leena.saloheimo@sivistystyo.fi](mailto:leena.saloheimo@sivistystyo.fi)





## Practice 8

**Company name:**

Ministry of Economic Affairs; Citizenship and Migration Board (CMB)

**Country/region of operation:**

Estonia

**Name of the good practice:**

Välismaalaste seaduse muudatused

**Description:****Objectives:**

In the first quarter of 2008 the Parliament introduced changes to the Aliens Act. The changes aimed at simplifying the procedures that would enable bringing qualified labour to Estonia and clarify hiring conditions of third country nationals. The general intention was to reduce the time consuming and administrative burdensome process for hiring employees from non-EU countries and the introduction of a criterion to guarantee that immigrants entering the domestic labour market were highly skilled.

**Methodology:**

Three immigration schemes were subject to reform. The registered short-term working scheme for work up to six months in one given year, the temporary residence permit for employment scheme, and the work permit for a foreigner who already had a residence permit. The former two schemes were subject to major modifications, while the last experienced only minor changes. Actions implemented to simplify administrative procedures aimed at reducing the time needed to process applications. The processing time of the CMB for the residence of permit was cut from six to two months, the obligatory minimum duration of search for local employee before hiring an immigrant from a third country was shortened from two months to three weeks and the approval of work or residence permits was speed up. In addition, to effectively limit immigration flows to highly qualified workers and to enhance hiring conditions, a salary criterion was introduced. This criterion required that immigrant workers from third country could be employed by an employer in Estonia only if they were paid at least 1.24 times the average wage (or the average wage of the sector, but not less than the general average wage, for short term migration up to 6 months). The wage was supposed to minimize possible displacement of domestic labour demand by cheaper low skilled labour from abroad. Another criterion used to assess the worker's qualification were the documents certifying immigrant's qualifications.

**Impact results achieved:**

The CMB made 288 inquiries to monitoring fulfilment of the wage criterion, 123 were found non-compliant (i.e. the 43% of the inquiries). Preliminary conclusion of the policy measure can be summarised as follows: In total, 625 applicants were approved to work in Estonia from 14th of June 2008 (entry into force of the new regulation) until the 5th of May 2009 (analysis conducted for the peer review). A survey among employers was carried out in spring 2009. According to the survey: More than 50% of the employers agreed that shortening the time required for administrative proceedings helped employers to recruit workers they need. In addition the speed of hiring immigrant



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labour increased. Only one firm out of three perceived the new process simpler than the past. Almost 50% of the employers were convinced that the established salary threshold made it harder for companies to recruit migrant workers. The reduction of administrative burden and shortening of administrative procedures was not fully accomplished because the scheme did not abolish the existing procedures requiring screening of documents certifying person's qualification (accompanied by a proof of seniority in specific field).

#### Stakeholders:

Large enterprises (250 employees or more), Minority ethnic groups, Small and medium-sized enterprises (1 - 249 employees)

#### Contacts (web-site, intent links, etc.):

[nele.gerberson@sm.ee](mailto:nele.gerberson@sm.ee)



### Practice 9

#### Company name:

EFE-Maroc

Alumni Club

#### Country/region of operation:

Maroco

#### Name of the good practice:

Al Morad project

#### Description:

#### Objectives:

The Al Morad project was launched in 2011 to provide high quality technical and transferable skills training for unemployed university graduates and economically disadvantaged youth. The main objective of Al Morad was to improve youth employability in Morocco, while also strengthening ties between the private sector and local universities.

#### Methodology:

Through our youth employment and entrepreneurship programming in Africa, we've recognized the need to link young people to real opportunities that exist in the labour market. Currently, there are large gaps between education systems and the private sector, resulting in a skills mismatch between young job seekers and employers, as well as high youth unemployment rates. Addressing the skills needs of young people across the continent is central to our Youth Livelihoods strategy and an urgent undertaking, with eleven million young people expected to enter Africa's labour market every year for the next decade. We're making strides in this endeavour, and that is why we are celebrating our partnership with the Education for Employment Foundation in Morocco (EFE-Maroc) for its success in strengthening ties between young job seekers, employers and educators. In Morocco, 20 percent of young people between the ages of 15-24 are unemployed. The unemployment rate among university graduates is much higher at 24.6 percent. This is due to a number of factors, including young job





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seeker's preference for public sector employment, a scarcity of high quality jobs and a vast discrepancy between the skills that young graduates receive and the skills that the job market needs.

#### Impact results achieved:

After five years, the Al Morad project has provided employment training to more than 2,700 unemployed university graduates, 80 percent of whom were still working at least three months after their job placement. To extend its reach, EFE-Maroc also delivered an abridged version of its employability curriculum that served a larger and more diverse segment of 12,250 youth within youth centres and universities. The project established and extended the reach of an Alumni Club that assists youth with job placement, and provides another access point to engage graduates for continued education and links to job opportunities. EFE-Maroc has also developed strong partnerships with more than 126 private sector companies over the course of the project. Through these partnerships, youth participants were able to access job opportunities with businesses ranging from global multinationals to small and medium enterprises (SMEs) such as Accenture, Varun Beverage Maroc (Pepsi) and Phone Group.

#### Stakeholders:

Unemployed university graduates and economically disadvantaged youth

#### Contacts (web-site, intent links, etc.):

<http://efe.org/>

[info@efemaroc.org](mailto:info@efemaroc.org)

[maroc@efefoundation.org](mailto:maroc@efefoundation.org)



### Practice 10

#### Company name:

International Management Institute

#### Country/region of operation:

Bulgaria



#### Name of the good practice:

Integrated Model for Activation of Professional and Personal Skills for Employment and Social Inclusion (PROFILE)

#### Description:

##### Objectives:

PROFILE aims to improve the quality of life and labor market participation of the families of children with disabilities by expanding the employment opportunities, increasing the motivation for labor activity, upgrading the personal and professional skills and through effective dialogue with the employers. The emphasis is on developing personal (soft) skills for employment and digital competences so as to guide the beneficiaries to activities and business areas that allow working from home, flexible working hours and selfemployment.



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### Methodology:

The activities are implemented: Development of an integrated model for rehabilitation and development of professional and personal skills to restore work activity and employment; Provision of parttime care service for children with disabilities; "Personal Skills for Employment" training and consultation; "Digital Marketing and Blogging" competence training; Employment for 10 persons who raise children with disabilities; Campaign among employers for overcoming discrimination against people who raise children with disabilities.

### **Impact results achieved:**

A created innovative form of social service in the community and an integrated support service for balancing personal, family and professional lives of the families of children with disabilities. Increased employability and motivation to work by activating the personal and professional skills of the beneficiaries. Valorized potential and employability of the people who raise for children with disabilities. Employment. Change in the negative public stereotype and reserved attitude towards employing people who raise children with disabilities.

### **Stakeholders:**

a) the unemployed and inactive persons parents or family members of working age and education who raise children with disabilities, and b) the children with disabilities themselves in the Municipality of Varna.

### **Contacts (web-site, intent links, etc.):**

[imi.youth@gmail.com](mailto:imi.youth@gmail.com)

<http://www.mimbg.org>



## Practice 11

### **Company name:**

Pro Vitam Association

### **Country/region of operation:**

Romania

### **Name of the good practice:**

Equal access on the labour market

### **Description:**

#### Objectives:

The aim of the project is to facilitate the access to the labour market and to avoid social exclusion and marginalization through training and intensive measures of personal development. The project consists of counselling services, vocational training and business support.

#### Methodology:

The main project activities were: Accreditation of professional training courses in cleaning and health care for elderly people; Delivery of the courses according to the target groups' needs; Financial



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support to business stakeholders in order to employ the project's beneficiaries. Generally speaking, the project aimed to enhance the long-term basic employment of the target group in fields such as services, mainly health and cleaning. During the project's activities the employers involved were awarded incentives through subsidies. The project targets marginalized groups that are not included in mainstream policies, groups that need special attention and approaches. This includes Roma and non-Roma young people who are leaving the child protection system. The activities consist of information sessions, complemented by professional counselling for jobs such as basket maker, baker, personal assistant for people with disabilities, and many others. We are also trying to build a bakery for young people with disabilities in the region.

#### **Impact results achieved:**

In total, a number of 775 people have been trained and counselled, from which 600 have been requalified and employed.

#### **Stakeholders:**

100 vulnerable Roma, 100 young people with disabilities, 100 youngsters above 18 years old who left the institutionalized system of child protection, 175 people employed in the local public administration and 300 women from the West Region (4 counties) and Bucharest

#### **Contacts (web-site, intent links, etc.):**

email: [provitam\\_resita@yahoo.com](mailto:provitam_resita@yahoo.com)



## **Practice 12**

#### **Company name:**

Assosiation "Project Integration House"

#### **Country/region of operation:**

Austria

#### **Name of the good practice:**

INTEGRATIONSHAUS



Integrationshaus

#### **Description:**

#### Objectives:

The main purpose of the Integrationshaus is the elimination of discrimination and racism. The protection of refugees, respect for human rights, social security and safety are the primary tasks of the association. The aim is to raise awareness of the concerns of disadvantaged groups and target information to public sector stakeholders.

#### Methodology:

The services offered concern psycho-social and legal issues, as well as foreign language learning and childcare. Intercultural employment opportunities as well as multilingualism in the workplace are promoted, self-employment support is also available. Counseling in the target group of women focuses on the issues that concern them with particular emphasis on their rights to equality.

#### **Impact results achieved:**

The content of this material does not necessarily represents the official position of the European Union.



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In addition to working with the target groups, Integrationshaus is present in the public space, lobbying decision-making institutions, and participating with its own positions in the development of normative documents. The association participates in discussing important topics, organizes campaigns and conferences aimed at raising awareness of the situation in which the target groups are located.

#### Stakeholders:

Disadvantaged people (asylum seekers, refugees and immigrants)

#### Contacts (web-site, intent links, etc.):

[www.integrationshaus.at/de/ih/](http://www.integrationshaus.at/de/ih/)

email: [info@integrationshaus.at](mailto:info@integrationshaus.at)



### Practice 13

#### Company name:

Foundation “Pentru Voi”

#### Country/region of operation:

Romania

#### Name of the good practice:

Step-by-step towards independent living

#### Description:

##### Objectives

Supported employment service for adults with intellectual disability. The Pentru Voi Fundatia is an NGO committed to increasing the quality of life for adults with intellectual disabilities. The organization is involved in both direct service and advocacy.

##### Methodology

Founded in 1996, Pentru Voi is a sustainable NGO built on community support, government collaboration, international partnerships and interdisciplinary practice. The social enterprise Pentru Voi creates opportunities for clients to build human and social capital and to sustain the NGO with financial capital. Supported employment is a well-known service developed for persons with disabilities aiming to facilitate their access on the labour market. This practice was introduced for the first time in Romania by “Pentru Voi” in 1999. This service, delivered by the team of job seekers and jobcoaches consists of: vocational profile of the person with disability; preparing for future employment; job seeking: in the local newspapers, specific websites, direct contact with potential employers, local agency for labour force; Job analysis; matching the job with the service-user: it is important to discuss all relevant aspects of a job with the service users and matching these aspects with the service user’s personal capabilities (such as work schedule, transport, space orienteering, team work skills, etc) in order for the search to be person-centred. job-coach: after signing the work contract, according to individual needs, there may be a period of adjustment when the job coach offers daily support for a defined period of time; after this period (1-2 weeks) there is a permanent







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follow-up regarding the job placement, which takes place through monthly visits at the work place, maintaining the contact with the service-user, family and employer, as well as individual/group counselling.

#### **Impact results achieved:**

We are delivering supported employment services to some 60 adults with intellectual disabilities, which are either employed or looking for job opportunities on the labour market. Some 40 adults with intellectual disabilities will benefit of daily counselling and job coaching at their workplace through the “Pentru Voi” social enterprise. We deliver job-coaching and professional counselling to 20 adults with disability at their workplace on the free labour market. We find employment for an average of 10 new people every year. Over 20 people benefit from the monthly support groups we organise. Over 10 people receive social skills training. We also organise a training-course each year, aiming at developing skills in different work areas.

#### **Stakeholders:**

adults with intellectual disabilities

#### **Contacts (web-site, intent links, etc.):**

[laila.onu@pentruvoi.ro](mailto:laila.onu@pentruvoi.ro)

[www.pentruvoi.ro](http://www.pentruvoi.ro)



### **Practice 14**

#### **Company name:**

Pestalozzi Foundation

#### **Country/region of operation:**

Romania

#### **Name of the good practice:**

Mozaic

#### **Description:**

##### Objectives:

The main objective of the project was the empowerment of vulnerable groups of Roma, or more broadly people at risk of poverty willing to develop a business.

##### Methodology :

Vulnerable people are not offered enough opportunities to actively get involved in the economic and social life of their community. Due to their high degree of poverty and low educational level, they are considered to be at the margins of society. Therefore, the Mozaic project proposed a set of interventions that contributed to improving the living conditions of vulnerable groups from Filipeştii de Targ and Varbilau in Prahova County, Belciugatele in Calarasi County and Cilbia in Buzau County. The project is part of the Local Development Plans of two municipalities from Filipeştii de Targ and Varbilau. On the one hand, the project aimed to include the Roma voice, needs and interests into



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the local action plans. As such, the access to goods and services in the community was made available through introducing the specific needs of the Roma communities into the local development strategies; needs that have been identified in the local action plans developed in a participative manner. On the other hand, the project aimed to support the local economy through training and consultancy for local citizens interested in generating income for their area. The project was implemented for a period of three years in which the partners identified and recruited potential Roma entrepreneurs. Then, in a second phase, vocational training was provided on how to develop a business plan, what is entrepreneurship and specific legislation in this domain. The next phase was the development of a community organisation that functions as a social enterprise. Once everything was set up, the participants filled a funding request and then implemented their social entrepreneurship initiative. The local community received support in developing income generating activities based on the efficient use of existing resources and on coaching for drafting funding requests, depending on the specific needs that have been identified at local level.

#### **Impact results achieved:**

Thus, 12 persons were trained in public participation and community development techniques, 30 people attended life skills development courses and entrepreneurship training, and 4 social entrepreneurship initiatives were founded in four different localities. They work in the field of agriculture and are led by Roma and non-Roma.

#### **Stakeholders:**

people at risk of poverty and vulnerable groups of Roma

#### **Contacts (web-site, intent links, etc.):**

<http://proiect-mozaic.ro>

email: [pestalozzi@pestalozzi.ro](mailto:pestalozzi@pestalozzi.ro)



### **Practice 15**

#### **Company name:**

The Association of Young Roma

#### **Country/region of operation:**

Slovakia

#### **Name of the good practice:**

Druhá lastovička

#### **Description:**

#### **Objectives:**

The project aims to give a chance to disadvantaged, long-term unemployed people to get a temporary job.

#### **Methodology:**



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The project was supported by the Programme of Active Citizenship and Inclusion, Ekopolis Foundation, Foundation for Children of Slovakia, and EEA Grants. The 20-room multifunctional centre employs 24 people, including some with disabilities. Some are employed on a permanent basis. Employees are people from the community, Roma and non-Roma, or people who are unable to find a job. The beneficiaries of this measure receive training on how to use washing machines, how to put together laundry and other important things related to the job and then have a safety training at work. Besides these, there are also activities that focus on training and education in general and community development activities. The participants in the project are paid for a period of only 6 months; however, after these 6 months, the company is able to pay some of them a normal salary, because the project became a social enterprise.

### Impact results achieved:

This project creates employment opportunities for disadvantaged long-term unemployed people with low-level education. Some of the people who were involved in the measure are still working for the company while others found other jobs. The beneficiaries of the project are satisfied, thankful, and became financially independent. One of the most important aspects of the project is that it is a chance for disadvantaged, long-term unemployed people to get a temporary job. In 2016, the Horehronie Multifunctional Center from the Slovak Impact Hub was awarded the Best Social Business Award.

### Stakeholders:

It generally targets Roma from the Banska Bystrica region, even though the company is based in Valaska. Among the potential candidates are also young people who could not find a job after their studies because of being Roma.

### Contacts (web-site, intent links, etc.):

<http://www.eng.youngroma.sk>



## Practice 16

### Company name:

The Association of Young Roma

### Country/region of operation:

Slovakia

### Name of the good practice:

Roma Assistant of Teacher

### Description:

### Objectives:

Support of teachers that work with roma pupils to motivate the children for successful education.

### Methodology:

Roma assistant of teachers were assigned to work with Roma pupils in order to motivate them, to help them with curriculum and to provide assistance to the teachers in order to create a creative



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climate without intolerance in classroom. As a result of the successful implementation, the Ministry of Education, Science, Research and Sport in Slovakia has recognized Roma assistant of teacher as an official job position.

#### **Impact results achieved:**

The project had national wide character and during its implementation, the project created 247 work opportunities exclusively targeting Roma.

#### **Stakeholders:**

Roma assistants and roma pupils

#### **Contacts (web-site, intent links, etc.):**

<http://www.eng.youngroma.sk/>

[zmr@youngroma.sk](mailto:zmr@youngroma.sk)



### **Practice 17**

#### **Company name:**

Association Butterfly Development

#### **Country/region of operation:**

Hungary

#### **Name of the good practice:**

Pro Ratatouille Garden

#### **Description:**

##### Objectives:

Our aim has been to develop a supporting community around Butterfly Development through a quality service and to publicize through our own example community supported agriculture.

It is a community-based organic agricultural programme for disadvantaged Roma and non-Roma, which aims to disseminate sustainable development models among small settlements. This type of community-based agriculture helps the development of community awareness, decreases unemployment, fights malnourishment and introduces a healthy and sustainable lifestyle.

##### Methodology:

The program started in 2012, and as of 2017 it was running in four villages in the region and in further two settlements in Pest County. In practice, the village programmes include adult education as well as employment, nutritional and community building activities. The programme was developed in the spirit of agrobased social business. This approach emphasizes the importance of agriculture-based rural development, fair distribution of the goods produced, community-based innovation and business development.

#### **Impact results achieved:**

The program can contribute to the direct livelihood of the participants and generates an income both to individuals and to communities. It provides bio-gardening skills and general social skills, e.g.





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cooperation, discipline, selforganisation, etc. The participants are empowered, strengthened and in addition they are grateful for the abundant healthy vegetables contributing to their subsistence.

#### Stakeholders:

The participants of the programme are disadvantaged individuals, regardless of ethnic identity, employment status, age and gender. Anyone who wishes to acquire the skills needed for organic vegetable production and who wants to support their families with healthy vegetables week after week can join the programme. Roma and non-Roma, unemployed or not, retired people, mothers with young children and youth are all represented.

#### Contacts (web-site, intent links, etc.):

<http://www.bffd.hu/>

email: [info@bffd.hu](mailto:info@bffd.hu)

<https://www.facebook.com/ButterflyFreeFlow>



### Practice 18

#### Company name:

School Center Albatross

#### Country/region of operation:

Romania, Constanta

#### Name of the good practice:

School Center Albatross

Centrul Școlar  
Albatros

#### Description:

#### Objectives:

In order to achieve the object of activity, the school aims at the following objectives: Matching supply-qualification needs on the labor market; Career orientation and information of students; Professional skills training; Partnerships with parents and the local community; Equal opportunities for all children. It is the school that must ensure at a high level everything that is necessary for the education and education of pupils, for their integration into society, regardless of the personal problems, the material possibilities of the family from which the student comes from. The mission of the "Albatros" School of Education for Inclusive Education in Constanta is to offer a quality education and training process with equal chances for all students to train them for future career and lifelong learning.

#### Methodology:

The "Albatros" Education Center is the only pre-university education institution in Constanta that offers equal opportunities for all pupils through a quality instructive-educational process that will form them for future career and for lifelong learning. Albatros School Center responds to the educational and training needs in the field of tourism and food, textiles, skin, aesthetics and hygiene of the human body for the students from both mass and special education in the municipality, the localities around the municipality and the localities from the counties neighbors. From an economic



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point of view, the school is financed by the Constanta County Council. WHAT IT PROVIDES THE "ALBATROS" SCHOOL CENTER? Implementing student-centered learning; Efficiency of the partnership with the economic agents; Continuous training of teaching staff; Ensuring the quality of pre-university education; Modernizing the school's material base; Ensuring equal opportunities for obtaining a qualification; Computer use in instructive-educational activity; Compensation, through specific therapies, for students with: difficulties in learning, development, adaptation; language, behavioral disorders; physical, neuro-motor, sensory impairments; Educational, therapeutic-rehabilitation assistance for pupils with special educational needs integrated into mainstream education; Information and counseling for parents.

#### Impact results achieved:

The activity of the "ALBATROS" CSEI is dedicated to assisting those interested in providing access to education to all children through formal education and educational services for children with and without special educational needs, both in special education and in mainstream education (supporting them this step by step in choosing the best educational programs), as well as the staff involved in their education. CSEI "Albatros" is become a human resource center for inclusive education staff.

#### Stakeholders:

Children with and without special educational needs

#### Contacts (web-site, intent links, etc.):

<http://www.centrul-scolar-albatros.ro>



### Practice 19

#### Company name:

Fundatia Motivation Romania

Shaw Trust si Societatea Academica din Romania

#### Country/region of operation:

Romania



#### Name of the good practice:

START for equal opportunities for people with disabilities on the labor market

#### Description:

##### Objectives:

General objective: Facilitating the access of people with disabilities to the labor market through a transnational partnership that will create a network of 3 Regional Centers for Social Inclusion and Employment of People with Disabilities in the North-West, North-East and South-West Regions. The program aims to create quality services in the field of motivation, counseling, mediation, accessibility and post-employment assistance for 1,400 people with disabilities on the labor market.

##### Methodology:





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Activities (selection): carrying out a sociological research to identify the motivations and obstacles to hiring people with disabilities and to develop proposals for policy changes in the field (in partnership with the Academic Society of Romania); creating a network of 3 Regional Centers for Social Inclusion and Employment in North-East (Neamt County), North-West (Bihor County) and South-West (Mehedinti County); providing employment counseling and mediation services for 1,400 disabled people in collaboration with the County Employment Agencies (AJOFM) and the General Directorates for Social Assistance and Child Protection (DGASPC) in the target counties; information, mediation, recruitment of staff with disabilities and post-employment services for more than 300 employers; Exchange of experience with Shaw Trust (British organization specializing in placing disadvantaged people on the labor market).

#### Impact results achieved:

Within the project, Motivation and the Romanian Academic Society (SAR) launched the study "Access to the Labor Market for People with Disabilities", which presents the situation in our country regarding this category of people. Also, SAR experts along with Motivation collaborators made the Diagnostic Report: EXCLUSIVELY ON THE LABOR MARKET. Obstacles in employment of people with disabilities in Romania.

#### Stakeholders:

People with disabilities

#### Contacts (web-site, intent links, etc.):

<http://motivation.ro>

e-mail: [g.comanescu@motivation.ro](mailto:g.comanescu@motivation.ro)



### Practice 20

#### Company name:

Karin dom

#### Country/region of operation:

Bulgaria

#### Name of the good practice:

CONTIEMPO CONTinuous Training for Innovation and EMPOwerment

#### Description:

#### Objectives:

Develop training modules for staff supporting people with intellectual disabilities. These continuous ("on the job") training courses are based on the values of inclusion, empowerment and the right to a quality of life for disabled service-users. They also look at issues around the empowerment of staff themselves. The modules are European in nature but designed in response to local need. They are officially recognised in each partner country but could be used as a model in other countries and sectors.





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### Methodology:

The core aim of the pilot project was to develop values-based training modules for staff and trainers using Accelerated learning methods. We have defined Accelerated Learning for this project: Accelerated Learning is an approach that assumes each person has a preferred learning style. Using the techniques that match the learner's style is the pathway to more natural, easier, faster and more efficient learning. We have defined Accelerated Learning for this project. We ran a survey into the training needs of staff in Bulgaria, Hungary, Luxembourg and Hungary. In Hungary people with disabilities living in institutions described their lives - the good and the bad. There were similarities in what staff found difficult in all countries, but differences in the degree of these difficulties. The course was designed by Pieter Verdoorn and Paul Twynam, and was set up to meet the needs expressed in the focus group surveys carried out in each country. The courses have been fine-tuning so that they met local needs and can be practically applied by the staff and their trainers. This new training approach has tested in the Netherlands, Bulgaria, Luxembourg and Hungary: The first course took place in Rotterdam, Netherlands, in September 2006. There were 8 trainers of social workers who support people with an intellectual disability. The training course lasted 2 days. Trainees found it was a stimulating and motivating learning experience, but they still needed some time to work out how they would put the training into practice. The second course was scheduled in December 2006, in Varna, Bulgaria. All the participants definitely want to and think at this stage they would be able to apply what they have learnt both when they work as front line workers and as trainers. They said they have some ideas which they want to develop as to exactly how this is going to be done. The third course took place in Budapest, Hungary, in May 2007. There were both trainers and front line workers among the participants. This course has been supplemented with specific additional content on challenging behaviour, since it was a major issue expressed in the Hungarian survey. Our Hungarian partner is going to deliver this training content herself with the help of Hungarian trainers who attended the course in May. The fourth course was delivered in Luxembourg, in May 2007. We evaluated each training course and modified them according to the results. We then worked on the accreditation of these courses so that they can be officially recognised and run again. We also collaborated with other European projects in the disability field to see how we can complement each others' work.

### **Impact results achieved:**

We ran a survey into the training needs of staff in Bulgaria, Luxembourg, Hungary and The Netherlands. You may download them from the menu Downloads. We have tested the training modules in 4 countries, in September (Rotterdam, Netherlands) and December (Varna, Bulgaria) 2006 and in May 2007 (Budapest, Hungary and Luxembourg). We hold our final Dissemination Conference in Budapest. The conference theme has been "Values in Action: A new way of learning for frontline staff". Evaluations of the training modules in each partner country 100-day evaluations following the training course).

### **Stakeholders:**

Staff and trainers who support people with intellectual disabilities, in residences, at work or in other services

### **Contacts (web-site, intent links, etc.):**

<http://karindom.org>