

LEONARDO DA VINCI PARTNERSHIP

Cooperative Model Against Exclusion (CMAE)

“Our selected good practices for economic management of social enterprises, youth workshops and cooperatives”

08/2013 – 07/2015

Project Code: 2013-1-FI1-LE004-12838



This project has been funded with support from the European Commission. This report/plan/document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Table of contents

1.	Project Summary	4
2.	Key Definitions.....	7
3.	Partners	10
4.	Good practices	16

Motivation of people in danger of marginalization..... 18

- 1) PROMOTING SOCIAL ENTERPRISE AND CITIZENSHIP WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
- 2) WORK – WELFARE PATHWAYS FOR VULNERABLE PEOPLE WITH HIGH RISK OF EXCLUSION OF THE LABOR MARKET
- 3) JOB AND LANGUAGE COACHING AS AN EXAMPLE OF INTEGRATION OF HIGH RISK JOB SEEKERS ON THE REGULAR LABOR MARKET
- 4) TEKNIKKASTARTTI - “VOCATIONAL START” TRAINING
- 5) LEARNING VOCATIONAL SKILLS BY DOING AT THE WORKSHOP
- 6) INDIVIDUAL COACHING - WORKABILITY APPROACH
- 7) “START -UP WORKSHOPS”
- 8) INNOVATIVE WORK ORGANIZATION
- 9) SECOND CHANCE SCHOOL FOR YOUNGSTERS WITH DIFFICULTIES TO REJOIN THE SOCIO-ECONOMIC SPHERE

Economical management of youth workshops, social workshops and Cooperatives35

- 10) RESOURCELAB AS AN EXAMPLE OF BUSINESS ORIENTATION AND BRANDING
- 11) IMPACT : CONCEPT OF SOCIAL BUSINESS DEVELOPMENT
- 12) EMPLOYMENT NETWORK - HOUSE OF EMPLOYABILITY

Cooperative model as an entrepreneurship education tool	40
13) USING COOPERATIVE MODEL TO PROMOTE ENTREPRENEURSHIP WITH STUDENTS AT RISK OF SOCIAL EXCLUSION	
14) STUDENT COOPERATIVES AND COOPERATIVE MODEL IN VOCATIONAL EDUCATION	
15) STARTERSLABO: ACTIVITY CO-OPERATIVES: TAILOR-MADE COACHING FOR UNEMPLOYED PEOPLE TO BECOME ENTREPRENEUR	
Pedagogical competences of trainers	48
16) ACKNOWLEDGING AND DEVELOPING ENTREPRENEURIAL PRACTICE IN TEACHER TRAINING (ADEPTT)	
17) PEDAGOGICAL APPROACHES FOR THE WORKPLACE TRAINERS IN YOUTH WORKSHOPS	
18) WORKPLACE INSTRUCTOR TRAINING	
5. Reflections.....	55
6. European Added Value	60

1. Project Summary

The purpose of the project was to aid the designing of training programs for youngsters and people at risk of exclusion.

This has been arranged by examining partners' know-how and good practices in cooperatives, social enterprises and youth workshops, as social inclusion tools for young people and people in danger of marginalization, while introducing it as an option for entrepreneurial activity.

During the project trainers and trainees completed visits in Finland, Belgium, Spain, and Austria. Based on these experiences we produced a best practice E-guide for dissemination across the field.

All of the partners have a need to increase the social inclusion of the people in danger of marginalization and to find new ways of management in this field.

Disenfranchisement from the system has caused negative effects transcending generations in some cases. To be able to give opportunities to individuals breaking off this trap, the educational and managerial skills in the field have to be upgraded.

Cooperatives can be used as a place to grow technical, social and learning competences. The ultimate target is to create sustainable employment for the client/trainee/student.

Subjects & Problems:

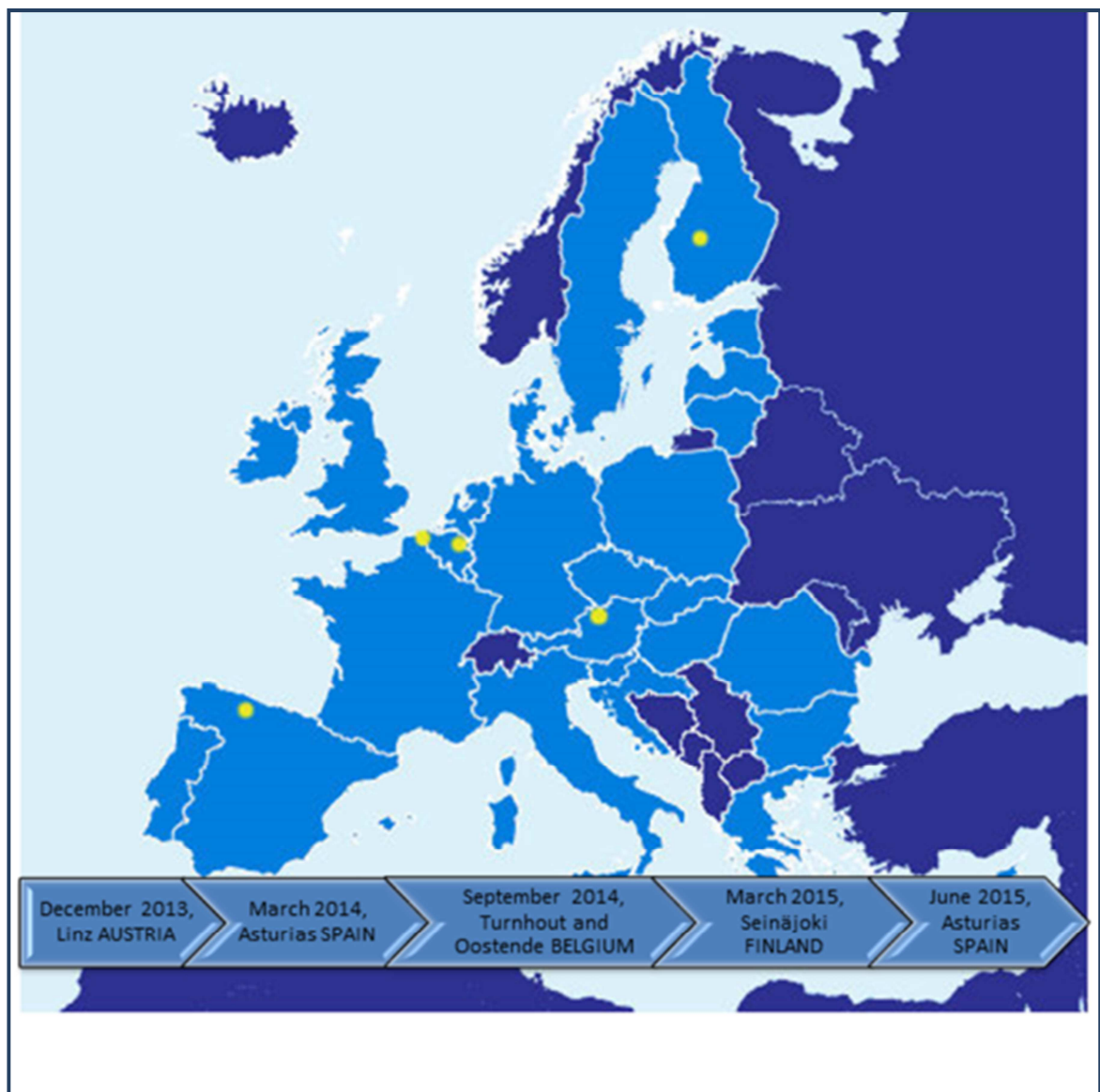
1. Youth unemployment is a vast and multifaceted problem that has to be addressed by different approaches. The youth workshops cooperatives and VETs working together may prove to be one of the solutions.
2. Creating alternative and resilient entrepreneurship models, to prevent disenfranchisement of individuals to become an even bigger problem.
3. Although, the trainers in workshops are qualified specialists in their professional fields, they tend to lack adequate training in pedagogical and guidance skills. To have workshops operate more effectively with educational organizations, these skills need to be upgraded. Cooperatives can provide a learning environment for trainees and development tool for trainers in this upgrading process.
4. The need to retain trainees and students once they have enrolled.

Main objectives of the project can be summarized as follows:

- To share good practices in
 - Motivating the target group.
 - Economical management of social enterprises, youth workshops and cooperatives.
 - Branding of the products and whole social enterprise and youth workshop field.
 - Dealing with the individuals from the most challenging target groups.
 - Pedagogical competences of trainers.

- Write an e-guide of these good practices and introduce widely in our organizations to be used in our everyday work.
- To raise awareness of future exchange opportunities for staff, trainees and students.
- To improve trainee and student satisfaction and retention.

To achieve these targets members of the partner organizations have participated in fact finding mobilities and workshops during:





December 2013, Linz

In two working days we started the project, we updated the agenda and the timeline. Beside this we visited workshops for girls and woman and their professional education and an editorial department for a newspaper from homeless people. During the meeting all partners were introduced.



Visit to a newspaper edited by homeless



March 2014. Langreo, Asturias

The 3 working days included visits to secondary and VET schools analyzing different entrepreneurship education projects implemented by Valnalón and sharing opinions with teachers and students. Also different organizations that promote entrepreneurship and work for social integration of people at risk of exclusion participated in the mobility.



Visit to CAI Pando, a center for adults with intellectual disabilities



September 2014. Turnhout and Oostende

Duinenwacht. During the Belgian mobility we zoomed in on activities that focus on inclusion of high risk target groups (work-welfare pathways, job- and language coaching, branding new products in social workshops, the motivation of target groups at active working floors and becoming entrepreneur in a cooperative way.



Meeting on "De Nele" in Ostend during the Belgian mobility



March 2015. Seinäjoki

The 3 working days included visits to Vocational Education Sedu's premises, surface treatment and ITC student cooperatives, Two Hands' Workshops main and metal workshops, and Jupiter, Vaasa. The presentations also included from Sedu Adult Vocational Education, City of Seinäjoki and Unemployment office.



Meeting of the partners in Koulukatu



June 2015. Langreo, Asturias

The aim of this mobility was review of project outputs: eGuide, Website and evaluation plan. An event to disseminate the project was also carried out. Two round tables about motivation tools for people in danger of marginalization and pedagogical competences of teachers and trainers were organized.



Meeting about project outputs

2. Key Definitions

CO-OPERATIVE

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, cooperative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

The cooperative principles are guidelines by which Cooperatives put their values into practice:

- **Voluntary and Open Membership:** cooperatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.
- **Democratic Member Control:** cooperatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary cooperatives members have equal voting rights (one member, one vote) and cooperatives at other levels are also organised in a democratic manner.
- **Member Economic Participation:** members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the cooperative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their cooperative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the cooperative; and supporting other activities approved by the membership.
- **Autonomy and Independence:** cooperatives are autonomous, self-help organisations controlled by their members. If they enter to agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.
- **Education, Training and Information:** cooperatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their cooperatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of cooperation.
- **Cooperation among Cooperatives:** cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.

- Concern for Community: cooperatives work for the sustainable development of their communities through policies approved by their members.

Source: The European Confederation of Workers' Cooperatives, Social Cooperatives and Social and Participative Enterprises (CECOP – CICOPA Europe)

In Spain there are other types of enterprises owned by their workers such as for example the “Sociedades Laborales”, where the majority of the capital is owned by the working partners who provide their paid services and in which no member can have more than one third of the share capital. There can be two types of partners: partners workers who have a whole most of the social capital and partners no workers who possess shares in the Company without having the status of worker. These types of enterprises are real driving forces of economic and social activities in Spain.

ENTREPRENEURSHIP

The Entrepreneurship 2020 Action Plan is a blueprint for decisive action to unleash Europe's entrepreneurial potential, to remove existing obstacles and to revolutionize the culture of entrepreneurship in Europe. Investments in changing the public perception of entrepreneurs, in entrepreneurship education and to support groups that are underrepresented among entrepreneurs are indispensable if we want to create enduring change.

Only if a large number of Europeans recognise an entrepreneurial career as a rewarding and attractive option will entrepreneurial activity in Europe thrive in the long term.

The Entrepreneurship 2020 Action Plan is built on three main pillars:

- Entrepreneurial education and training.
- Creation of an environment where entrepreneurs can flourish and grow.
- Developing role models and reaching out to specific groups whose entrepreneurial potential is not being tapped to its fullest extent or who are not reached by traditional outreach for business support.

The European Commission recognises Entrepreneurship Education as a tool that can support young people to be more entrepreneurial. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, sense of initiative, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

The entrepreneurship competence includes therefore transversal skills and attitudes as well as more specialised knowledge and business skills. In a broad sense, entrepreneurship should be considered as a mindset that supports everyone in day-to-day life at home and in society, and provides a foundation for entrepreneurs establishing a social or commercial activity. Entrepreneurship is a key competence for lifelong learning, as defined in the 2006 European Framework for Key Competences.

Source: European Commission, Enterprise and Industry

PEOPLE AT RISK OF EXCLUSION

In the context of the Europe 2020 strategy, the European Council adopted in June 2010 a headline target for social inclusion that by 2020 there should be at least 20 million fewer people in the EU who are at-risk-of-poverty or social exclusion. At the Laeken European Council in December 2001, European heads of state and government endorsed a first set of common statistical indicators for social exclusion and poverty that are subject to a continuing process of refinement by the indicators sub-group (ISG) of the social protection committee (SPC). Persons at-risk-of-poverty are those living in a household with an equalized disposable income below the risk-of-poverty threshold, which is set at 60 % of the national median equalized disposable income (after social transfers). At-risk-of-poverty or social exclusion rate (AROPE) broken down by age and gender is calculated as the percentage of people (or thousands of people) in each age group and gender who are at-risk-of-poverty or severely deprived or living in a household with low work intensity over the total population in that breakdown.

Some of the organizations that participated in our project that have been working with the clients who face danger of marginalization define the concept as:

WEB: "In our guiding/training/supporting/employment activities we always work on finding and keeping the best suitable place on the labor market. So the challenge is finding the most realizable employability for/with them. We try not to label our target group too much, we want as much as possible to address to all people who are vulnerable on the labor market in one or another way.

Our products/services often also are linked to the prevention of marginalization: example the reuse shop and restaurant addresses to all clients, but have special rates for people coming from certain target groups. Or, at this moment we are exploring possibilities with a food store and a local poverty association to start up cooperation on food waste. "

Two Hands Workshop: "People in danger of marginalization from our workshop's point of view consists of following group of people: longterm unemployed, young people with no formal education, immigrants with low language skill, unemployed people in second generation".

3. Partners



FINLAND

VOCATIONAL EDUCATIONAL CENTER SEDU



Seinäjoki Joint Municipal Authority for Education consists of Vocational Education Centre Sedu and Sedu Adult Education.



In Sedu, individualized study paths, project learning and a strong emphasis on enterprise education and internationalization feature in the provision of education. In Vocational Education Centre we provide high quality education and student welfare for more than 4200 students and has some 600 employees. Majority of the students start their studies at the age of 16. In Sedu Adult Education the student flow/year is around 10 000 students.

As a regional vocational upper secondary education provider, we have a mission to provide the students with learning opportunities that enable them to acquire the knowledge, skills and competences that meet both the needs of the students and the world of work in an optimal way.

We provide vocational qualifications in the following study sectors: Social Science, Business and Administration, Arts and Crafts, Social Services and Health, Natural Resources, Tourism, Catering and Domestic Services, Technology and Transport Sector.

Different models of studying parts of the vocational qualification in working life, in co-operatives, in youth workshops or in student companies are issues that we are constantly developing further. The future trend is study sector based knowledge centers which are going to be developed to support both the excellence of the Sedu students and the key economical clusters of the region.

In Sedu, individualized study paths, project learning and a strong emphasis on enterprise education and internationalization feature in the provision of education. In Vocational Education Centre we provide high quality education and student welfare for more than 4200 students and has some 600 employees. Majority of the students start their studies at the age of 16. In Sedu Adult Education the student flow/year is around 10 000 students.

Areas of Focus:

Sedu is active in developing vocational education through different kinds of international projects. Seinäjoki Region itself is well known for high amount of SME's and the positive attitude towards entrepreneurship. The promotion of entrepreneurship is one of the key focus points in the future development of the area. Entrepreneurship education is a key area of development in Vocational Education Centre Sedu and we aim to develop and offer diversified learning environments for the

students. Sedu does cooperation with other educational institutions to diversify the students' study opportunities. Students have the possibility to choose courses from other schools.

TWO HANDS WORKSHOP



Two Hands Workshop operates in the city of Seinäjoki and Ilmajoki county, South Ostrobothnia region in Finland. The goal of the workshop is to offer its trainees a path, either to study or to work in the open labor market or to give any other positive solution for future (therapy, pension, etc.). Two Hands workshop was established in 1994, when Finland's recession was at its worst. After Finland's entry to EU, workshops have been funded partially by European Social Fund.

Activities: Workshop employs people of all ages. However, young people (people under 29 years) are the largest age group. Trainees are offered great deal of support: personal goals are drawn up for the workshop period and for future, training to update working skills is provided, and also personal guidance and counseling is given.

The most important effect of the Workshop is that the unemployed are given a chance to work in the workshop every day for a relatively long period. Particularly young people receive rehabilitation and their activity level and self-esteem grows during the workshop period. Workshop period begins with trial time, which is unpaid. Trainees receive financial support from the government during this time. Long term unemployed people generally work in the workshop for a whole year, during which the workshop gets support from the government. For young people, the workshop gets support for 11 months. The first 1- 6 months are trial period for the trainee with an option to continue for 5 more months with a contract of employment. In average young people stay in the workshop for 8 – 9 months. Annually there are about 70 – 80 youngsters and ca. 60 elderly long term unemployed persons working at the workshop. There are 8 departments: Restaurant, Cafe, Domestic Assistance, Recycling centers Ekocenter and Löytömakasiini, Carpentry Department, Metal Department, and Construction Department.

Departments are led by work coaches. There are also two individual coaches counseling the trainees with personal issues and problems. Workshop also has few projects funded by EU or Finnish authorities. The turnover of the workshop is around 1.9 million/year. In recent years the workshop has been able to cover about 40% of the costs by the sales of the departments' own products and services. There have been studies about this type of social enterprises and their significance to the national economy. Some of the studies have shown that if the social enterprise can cover more than 1/3 of its expenses from its own revenues, the public cost is about zero.



BELGIUM

WEB

WEB (Work Experience Company) is situated in the Kempen area, in the North of Belgium. WEB is a social economy- organization, with a broad spectrum of activities, all focused on the integration of vulnerable target groups on the labor market.



WEB is a non-governmental organization that was founded in 1992. The organization's board of directors includes representatives of a polytechnic, local governments and employer and employee organizations.

WEB provides support and training to job-seekers and workers in the Kempen region who need intensive guidance in finding sustainable employment. The support programs offered includes coaching and training along with work experience. For the group of job-seekers who are unable to function in an open labor market, even after intensive coaching, training and work experience, WEB wants to offer additional and meaningful employment.



WEB also supports employers by providing training and support for their employees and by providing advice and support in developing a customized HR policy.

In its more than two decades of existence, WEB has developed a number of activities for vulnerable groups on the labor market. Its close collaboration with the employees' organizations and with the business community in the Kempen has always been key factor.

The overall budget of WEB is slightly less than € 10 million. Approximately 80% of which consists of labor costs for the 350 employees. Regarding the corporate income, slightly more than half of the revenue consists out of grants. The other half are revenues from the sales of various products and services produced within WEB.

DE DUINENWACHT

Employee working at the green maintenance social workshop of De Duinenwacht.

De Duinenwacht, formed in 1999, is a non-profit organisation who creates sustainable jobs and work experience for low skilled and long term unemployed people. De Duinenwacht is engaged in green maintenance and construction (rooftop isolation, pavements...).



De Duinenwacht is part of a bigger organization (Social Economy Oostende). In our projects we focus on sustainable jobs with training and individual coaching within a protected work environment.

The starting points of all projects are:



- Benefits will be invested in new employment (and don't go to shareholders).
- The projects and companies must be feasible. A break-even situation is necessary.
- The employees must be involved in the policy of the company.

The keys for motivated (low skilled employees):

We believe that the more we let co-operate the employees in their company, the more they get involved/motivated. If they are motivated, they feel also more responsible.

We are developing a methodology to create a bottom-up co-operation with low skilled employees. We try to develop self-supporting teams.

The key factors in this process are interactive communication, flows of information, to trust employees and give a lot of initiative. We try to work (as much as possible) result driven.

Results:

- More than 900 sustainable jobs for low skilled people.
- The bottom-up co-operation make employees more involved and motivated (and more happy in the job).



SPAIN

CIUDAD INDUSTRIAL DEL VALLE DEL NALÓN S.A.U.

Ciudad Industrial del Valle del Nalón, S.A.U. (VALNALON) was created by the Government of the Principality of Asturias (Spain) in 1987 under the Ministry of Industry and Labour. Its main objective has been to design and implement a business regeneration, promotion and dynamism in the Nalón Valley. Throughout this time we have constantly evolved tilting the focus from the development of infrastructures (Business centre, industrial estate, training centre, etc.) to a firm commitment to develop entrepreneurship in order to change mindsets facilitating the transition from the Industrial Age to a more entrepreneurial society.



In 1993 Valnalon was commissioned by Asturias Regional Government to implement the recently launched Asturias Entrepreneurship Action Plan with two priority areas:

1. Entrepreneurship education, whose goal is to develop enterprising skills and attitudes in all levels of the education system.
2. Business promotion, whose goal is to support business development.

Entrepreneurship Education. When we say Entrepreneurship Education we are talking about the development of entrepreneurial profiles that contribute to social change. This is achieved through the personal development of entrepreneurial competence, referring to the ability to turn ideas into action. Valnalon designs, implements and supports students, teachers and schools in the development of enterprise education projects. Our Training Programme for Entrepreneurship enables primary and secondary school students to have a first-hand experience of entrepreneurship. Every year about 49.000 students participate in our entrepreneurship education projects.

Entrepreneurial Promotion. Promoting entrepreneurship is a response to the need for a social change that encourages the development of entrepreneurial culture through supporting the creation and consolidation of businesses. This process is born with the business idea, it is developed in the business plan with advice and training and it is consolidated as a company with a physical space and support. Every year about 1.400 tutorial sessions and 200 business plans are made to create around 40 companies.



AUSTRIA

DIE QUERDENKER

Our work is based on personal and social responsibility. We direct our actions to the protection of human dignity and the implementation and improvement of social standards that strengthen the social position of people with special needs. In the process of development we want to define achievable goals, make well-thought-out decisions and develop plans of action that meet the needs of the individual, the group or the organization.



Querdenker National: Supervision, coaching, organizational and project development:

- We support people with special needs in the process of vocational evaluation, orientation, qualification and integration. Therefore we are respecting the rules of employability and empowerment and develop tailor-made solutions for our customers.
- We support teams, groups and organizations in reflecting and improving their professional and voluntary work.
- We coach people and organizations in the process of change and development.
- We support the clients in developing visions, discovering their personal resources & potentials and realizing individual solutions and support them in the process of inclusion and the related necessary steps
- Organizational development improves company structures and processes both internal and external.
- We aim for the maximum satisfaction of organizations, customers and employees.

Querdenker International: We are a professional and reliable partner for Lifelong Learning, Progress, ESF, Intereg and similar programs as well as a management consultant for other NGOs. The main goal of these projects is the improvement of the living conditions of people who are excluded from social life for several reasons. We focus on qualification measures, anti-stigma campaigns, poverty alleviation programs and consciousness coaching etc. with the aim of better social integration for our beneficiaries.

Querdenker Social Trade: Since the Querdenker is a Social Firm and member of CEFEC, a part of our portfolio deals with the support of individuals and organizations in founding and setting up Social Firms. Our actions are based on the idea and philosophical approach of Prof. Frithjof Bergmann, the founder of the “new work - new culture” movement. In the last five years we supported the start up process of 27 social firms in Romania, Rep. Moldova and Ukraine.

Querdenker Academy: We live in a fast moving society where knowledge needs to be expanded constantly. Education doesn't end by leaving school, it is a lifelong process. The Querdenker Academy offers further education in terms of seminars and workshops on topics like culture, social themes, leisure activities, soft skills, work and occupational integration.

The Querdenker has destinations in Austria, Republic Moldova and Romania. At the moment 25 people are working around for die Querdenker, and about 750 customers are joining our services.

4. Good practices

During the mobilities, we gathered and observed a lot of good practices. This schematic overview shows what topics the good practices deal with:

Motivation of people in danger of marginalization						
Good Practices	Motivation	Counseling	Social Inclusion	Employability	Entrepreneurship	Vocational Education Training
GP1. Promoting Social Enterprise and	✓		✓		✓	
GP2. Work-welfare pathways	✓	✓	✓	✓		
GP3. Job and language coaching	✓	✓	✓	✓		
GP4. Vocational Start	✓		✓	✓		✓
GP5. Learning vocational skills by doing	✓		✓	✓		✓
GP6. Workability approach	✓	✓	✓	✓		
GP7. Start-up workshops		✓		✓	✓	✓
GP8. Innovative work organization	✓		✓	✓		
GP9. Second Chance School	✓		✓	✓		

Economical management of youth workshops, social workshops and cooperatives						
Good Practices	Motivation	Counseling	Social Inclusion	Employability	Entrepreneurship	Vocational Education Training
GP10. Resource Lab			✓	✓	✓	
GP11. IMPACT			✓	✓	✓	
GP12. House of Employability		✓	✓	✓		

Cooperative model as an entrepreneurship education tool						
Good Practices	Motivation	Counseling	Social Inclusion	Employability	Entrepreneurship	Vocational Education Training
GP13. Cooperative model for students at risk	✓		✓	✓	✓	
GP14. Student cooperatives in VET	✓		✓	✓	✓	✓
GP15. Starterslabo	✓	✓	✓	✓	✓	

Pedagogical competences of trainers						
Good Practices	Motivation	Counseling	Social Inclusion	Employability	Entrepreneurship	Vocational Education Training
GP16. ADEPPT	✓				✓	
GP17. Pedagogical approaches for the workplace trainers		✓	✓			✓
GP18. Workplace instructor training	✓		✓	✓		✓



Motivation of people in danger of marginalization

- Promoting social enterprise and citizenship with students with special educational needs
- Work welfare pathways for vulnerable people with high risk of exclusion of the labor market
- Job and language coaching as an example of integration of high risk job seekers on the regular labor market
- Teknikkastartti - "Vocational Start" training
- Learning vocational skills by doing at the workshop
- Workability approach
- "Start-up workshops"
- Innovative work organization
- Second chance school for youngsters with difficulties to rejoin the socio-economic sphere


Good Practice 1

PROMOTING SOCIAL ENTERPRISE AND CITIZENSHIP WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Motivation - Social Inclusion – Entrepreneurship

VALNALÓN. Spain

“Young Social Entrepreneurs” (JES) is an educational project aimed at secondary education students in citizenship lessons.

 www.valnaloneduca.com/jes

Herbs workshop for blind taught by students gardening



This project used to develop in citizenship lessons in secondary level but nowadays it is a cross-curricular project and it is even carried out in pre-vocational program with students with special educational needs who can gain a professional qualification besides the Spanish school leaving certificate.

This project emphasizes learning by doing and cooperative learning favouring interactions among teachers, students and community. JES students develop key competences that highlight an integrated approach to learning that focused on the application of knowledge in real settings. These competences nurture personal development and facilitate school-to-work transitions and lifelong learning dispositions. Students meet different situations that they must deal and make decisions. This will help them acquire knowledge and train the skills and attitudes needed to be an active and responsible citizen in a democratic society.

“Young Social Entrepreneurs” involves students creating an NGO throughout a school year. The process that follows is exactly the same as the establishment and operation of a real association. Students discover the meaning of social participation and international cooperation while working in a project hand in hand with a local NGO or with a partner NGO from a developing country. They analyse a reality, identify needs and carry out the necessary actions to meet these needs.

Reality is analysed in order to provide a clear picture of community needs so students become aware of the contrast between their own reality and others and develop critical thinking. The social project is the main tool where ideas to transform reality are laid out by students that set up an association. They also write, vote and undersign the articles of association containing group rules where each student assumes a specific role according to his/her main strengths. According to the proposal NGO, they organize different funding activities in order to co-finance their project: selling products, organizing events, looking for donations, etc. These activities are always aligned with the values, vision and mission of the association. JES associations may also receive donations from cooperatives run by

students involved in some other Valnalón educational projects. These donations are part of their Corporate Social Responsibility strategy. Furthermore project activities deserve special attention as key tool to promote social awareness allowing people to know what, why and how social participation is being rolled out.



“Most valued by the teachers has been the high level of student involvement and awareness of people with disabilities. They have known other social realities.” Alfredo Merchante Fernández and Raúl Robles Cuesta, teachers at Monte Naranco High School.

Testimonies

“What we value most is cooperation and solidarity between students from different countries. Also the development of their autonomy to participate in all phases of a project, from the analysis of reality to evaluation” Pedro Gaspar Manuel, JES project coordinator, ADRA, Ingeniería Sin Fronteras Asturias NGDO partner in Angola”. Pedro Gaspar Manuel, JES project coordinator, ADRA, Ingeniería Sin Fronteras Asturias NGDO partner in Angola.

Since 2005, over 12.500 students have participated in the project setting up 460 associations in Spain, Angola, Gambia, Sahara, Mozambique, Niger, Burkina Faso, Ecuador, Peru, Bolivia, México, Honduras, Nicaragua and Thailand .

Throughout the whole process, students do also have a direct contact with different stakeholders. Different organizations encourage, support and nurture the initiatives led by students. Asturias Acoge, Asturias por África, Ayuda en Acción, CEFORCOM, Colabora Birmania, Entreculturas, Red Cross, Ingeniería Sin Fronteras, Mombacho, ODAM, PROCLADE, Solidaridad con Benin and SOS Aldeas Infantiles, have played an active role in JES Project. This increases their motivation to learn and participate in each activity, helps them to know their environment and resources and thus enhance their personal and professional aspirations.

Students from Angola choosing the management team of association



A challenge for the sustainability project would be that students continue honing their skills as social entrepreneurs in a field of their own choice. According to their profile and community needs they could get involved in cultural, environmental or educational projects. A desirable goal of JES project is that students be aware that through social participation they can definitely generate real social transformation.

Among the awards highlight, Bertelsmann Foundation awarded the work Valnalón in developing programs to encourage and support the Youth Entrepreneurial Culture in both the economic and social area.

Good Practice 2

WORK – WELFARE PATHWAYS FOR VULNERABLE PEOPLE WITH HIGH RISK OF EXCLUSION OF THE LABOR MARKET

Motivation – Counseling – Social Inclusion – Employability

WEB. Belgium

Cooperation between local actors in the field of work and in the field of welfare.

Target group: job seekers with “MMPP” – issues (Mental, Medical, Psychic or Psychiatric problems).

Project: “TAZbis”



The project’s target group is people that at this moment who are not integrated in the labor market, because of their MMPP – issues. The ultimate goal for the people is giving the clients advice in terms of work, and getting people back to work or to volunteering activities.

To realize this, we work together in a team with the client. He is the most important team member. Other team members are:

- GTB: employment services, specialized in special target groups,
- partner Welfare, in our case CAW Kempen and OPZ,
- partner empowerment, in our case WEB.

Our part in the activation process consists of 4 parts:

1. Three group sessions: orientation on what the client wants for his future, with a focus on possibilities instead of limitations; motivation to get back at work; realization, with tips and tricks.
2. Individual coaching
 - Individual sessions, at the speed of the client.
 - Together on “a” way to work.
 - Orientation based on people’s interest , skills and motivation.
 - Looking for opportunities in term of work.
 - Taking into account the obstacles in each situation.
3. Internship

Goal: figuring out and trying out what’s possible in terms of work and daily activities in people’s personal situation.

Period of internship: max. 520 hours / min. 40 hours.

Where?: regular working places, sheltered workshop, locations for volunteering activities.

4. Training/education

In consultation with the coach, free

- Communication, assertiveness, coping with stress.
- Working in team.
- Self-reliance and ability to cope with paperwork.
- Computer initiation.
- Support for theoretical driving license.
- VCA: education about safety.

At the same time our traject runs, the partner welfare/care takes after the MMPP – issues. The role of this partner is not to solve all these problems, but support the client to handle them in order to participate as much as possible way on the labor market.

Result: after 15 – 18 months, we evaluate the situation together, and make an advice in terms of work.

Testimonies

“One of my clients was a very shy young lady. It was very difficult for her to start reflecting on an internship. She was very motivated, but because of her anxiety problems, she needed a lot of time to set the first steps towards an internship. Finally she started her internship in a very calm and protected environment, a place where she had a lot of support. My client made a lot of progress and had a chance to work on her social skills. The internship was a success story, and now we are investigating the possibilities to start working in the organisation her internship took place.”

People get advice in terms of work. Together with the specialized employment service, the client can get on with this advice. The advice gives a legitimation for a path way to:

- Regular labour circuit, whether or not with specialized support.
- Sheltered employment.
- Special coaching at basic tasks in a sheltered employment context.
- Volunteering work or not able to work in any workplace.

This project fosters the cooperation between local actors in the welfare and work field. Local cooperation is strengthened, and local networks get more visible.

This project also fosters the cooperation between WEB as empowerment partner and the local labor market. We have to be very creative in finding places for the internship. This way we are able to broaden our local network, which is very useful for our other activities.

Good Practice 3

JOB AND LANGUAGE COACHING AS AN EXAMPLE OF INTEGRATION OF HIGH RISK JOB SEEKERS ON THE REGULAR LABOR MARKET

Motivation – Counseling – Social Inclusion – Employability

WEB. Belgium

 www.webwerkt.be


The first months of employment are always the most important concerning the successful integration of a new employee on a working floor. Job Coaching and Language Coaching focus on this smooth integration, supporting as well the employee as the supervisor.



Job Coaching is the individual coaching of low skilled employees on a working floor, from the start of their employment. The job coach focusses on the soft skills, and the goal is a smooth integration of the new employee. Job coaching can last 6 months.

The support we provide is measured on the needs of the employee as well as the supervisor or the working environment. The job coaches focus on motivation, attitude, cooperation, communication, etc... This because a good working relationship between employee and supervisor contribute to a higher output and job satisfaction.

In language coaching we focus on strengthening the language – and communication skills of non-Dutch – speaking employees. In these activities the employee is of course involved, but also his supervisor and his colleagues. Language coaching can last up to 1 year.

 *“One of our new employees was very impulsive, and his reactions were unpredictable. Yet I wanted to give him a chance in taking up the vacant job. The job coach supported him to react in a more adequate way, and us to take into account his problems. I even think that thanks to the job coaching, the employment didn't end up in a negative way. When the job coach is on the spot, the employee still reacts in an enthusiastic way, he really is aware of the value of the coaching”. An employer.*

Every year we realize about 50 job coaching in the Kempen area, as well in profit as in non – profit companies.

Good Practice 4

TEKNIKKASTARTTI - “VOCATIONAL START” TRAINING

Motivation – Social Inclusion – Employability

SEDU. Finland

Co-operation with students’ parent and trainers.

Valmennuskoulutus, Tekniikkastartti



The main aim of the program is to prepare and introduce young people to vocational education.

This is implemented by groups of 15-20 students and 20-40 of studying weeks throughout one academic year. Student receives 6 additional points if they proceed to apply for the formal vocational education. Besides this advantage they also have opportunity to explore and learn about vocational education fields and working life. They also improve their general knowledge.

“TECHNICAL START” is a branch operating under the “VOCATIONAL START” training model. The main aim is the same as a vocational start. Technical start is functional learning environment and part of vocational start.

Mainly students of the program come from primary school or they are drop outs of vocational studies (reasons vary from excessive absence from school, poor motivation, learning difficulties etc...).

Technical start began at 2011 and proved quickly to be a good way to teach students who have difficulty in focusing on theory-based teaching. It is based on the “Learning by doing method” by doing technical work exercises. There are 10-12 students in a group.

Also students receive theoretical studies and possibility to upgrade their basic education grades in topics such as English, Swedish, math, and mother language.

Target group consists of Young People:

- who want to clarify and turn over their future study plans,
- who need more learning skills for their future studies,
- who are in a danger of dropping out from general/vocational upper secondary education.

Each student has his/her tailor-made study path meaning that students’ timetables can vary a great deal. There is a strong continual encouragement, support and guidance throughout the program, and students’ special needs are recognized and appreciated. There is a close co-operation with students’ parent and trainers.

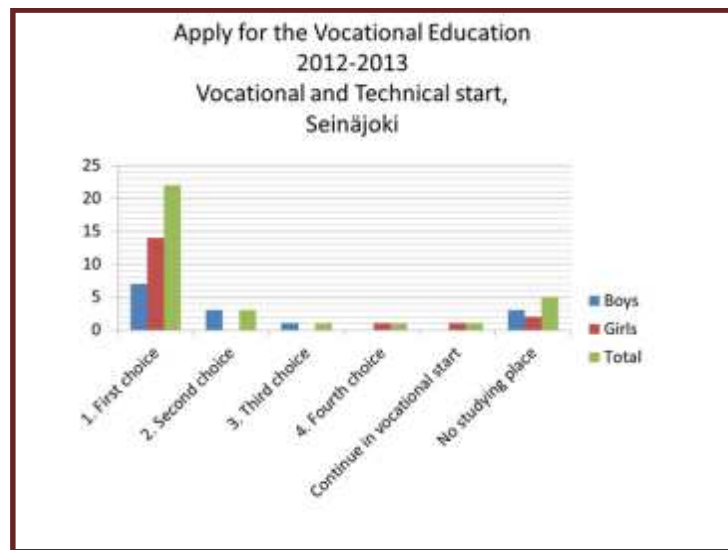
Testimonies

Teacher Jani Paananen thinks the technical start training has shown that,

- the absences of the students have decreased, and at the same time their motivation has increased,
- students' behavior is better than it was in their previous school,
- their skill set including, manual skills and technical knowledge has improved,
- additionally their everyday skills has also improved,
- students' knowledge of occupations and education in general has increased.

During the year, students have possibility to discover vocational education, and three different vocational fields which they believe to be appropriate to themselves.

Most of the students have obtained study places in the field which they are interested.



Good Practice 5

LEARNING VOCATIONAL SKILLS BY DOING AT THE WORKSHOP

Motivación – Social Inclusion – Employability

TWO HANDS WORKSHOP. Finland

Co-operation between Workshop and Vocational education concerning the vocational studies.



Kaks'Kättä workshop is a place where young people can learn by doing. In co-operation with vocational educational institution Sedu workshop Kaks'Kättä has constructed a model for young people to accumulate their study credits by taking part in workshop work.

At the workshop young people have a possibility to learn similar abilities as in vocational education. All the tasks young people do during their time in workshop have been compared to the know-how and abilities students learn from vocational education. As they learn by doing at the workshop they receive recognition of their professional learning. At the end of their workshop period they receive a certificate specifying all the professional abilities they have learned. At the institution of vocational education teacher will give an accreditation of learning for students who already have the know-how and ability to do the tasks that are under learning. From the beginning of year 2015 authorities at vocational institutions must recognize and accredit all the professional learning students have, no matter where the student has got his or hers learning.

Testimonies

After her workshop period Ms. Kirsi Halme started vocational adult education. He describes the workshop period as follows: "I did not have high expectations for the workshop session. I thought that I will attend a period at the workshop and return to be unemployed again. The image I had of the activities of the workshop was negative. My view changed pretty quickly. I had nice colleagues and my work assignments at the recycling workshop varied from day to day and the work was interesting. The mindset of the job coaches had an immense impact on how I got along. I was encouraged and I got responsibility. From the point of view my self-esteem this all was of particular importance. The idea of re-training ensued gradually. The support of workshop coaches was relevant and helped in decision-making. Also the fact that my work experience at the workshop would be recognized as part of the education, made it easier to make a decision to start vocational education again."

The co-operation started in 2014. Certificate of vocational abilities given by workshop has received a positive reception from customers as well as from stakeholders of the workshop.

Good Practice 6

INDIVIDUAL COACHING - WORKABILITY APPROACH

Motivation – Counseling – Social Inclusion – Employability

DIE QUERDENKER. Austria

Counselling programme for long term unemployed people with a very low employability.

One key point in the integration process is the reverse of the approach. Not work is at the beginning and leads to sustainable work ability, because first the capacity to work must be given so that long-term success of integration can be given.

The Individual Coaching is not a group action, but a single offer that is primarily aimed at the entire target group of job seekers and / or unemployed people. Depending on your needs and depending on interference, the program is adapted to the effect that it meets the needs of the target person. As individual as the content of the program is also the in general s duration is absolutely geared to the needs of the participants. The only non-variable is the attitude that focuses exclusively on the needs and requirements of the participants, and not to the requirements of the commissioning organizations.

The two most important pillars of this program are firstly an intense debate on the issue of personal ability to work and on the other an attempt to try a corresponding process of job creation. In a modification of the House of ability to work, according to Juhani Ilmarinen, I have developed a four-pillar model to develop the holistic situation of our participants as realistic as possible, and these results are the basement for the ongoing process of integration and job creation.

This model is based on the fundamental assumption that not work contributes life, but that life must carry the work. In an intensive coaching process, the individual meaning is illuminated and analyzed and the important question in this process is if work can deliver and meet fundamentally all the diverse and sometimes massively overloaded claims at all.



This is in the process of discharge of the claim to work often the first key to a lasting solution and defuse the situation. Relaxation because often the overwhelming dominance and importance of the subject work is reduced at the end of this debate. The symbolism of the house and the roof of the ability to work clarify the protection; make the ability to work in each area of our life and personality.

If this roof is damaged or no longer exists, there is a direct and mostly negative impact of the work, because they can defenseless and unfiltered access to health, family mend our entire life.

Therefore, the objective of the coaching process is on one side the evaluation of work capacity to enable the fastest possible recovery of this and on the other hand, the optimal adjustment of labor and the associated jobs, pressures, expectations and needs to the individual work capacity profile of the participants.

The five essential components of this offer are:

1. History – Anamnesis.
2. Talent Focused Work.
3. Skills Assessment.
4. What I really really want.
5. Evaluation - harvest of results.
6. Job Creation.
7. Implementation.



Testimonials Participants:

- *I never felt that respected and accepted in other counselling services before.*
- *The focus on my talents and skills helped me a lot to develop ideas and visions for my future process.*
- *In the frame of this programme I had the chance to work on my dreams and visions and to make them to become true.*
- *The first time not writing just applications.*

Testimonies

Testimonials Trainers:

- *It makes much more sense and it is much more sustainable to work with this approach.*
- *A new level of respect between trainers and beneficiaries.*
- *Much more happiness, much more respect, much more focus on the real problems, much more casemanagement.*

The results of the work are very good and sustainable. Other bodies and the labor market administration send so called "difficult" participants to our service. These participants usually have a little perspective, usually a long and conflictual situation at the labor market administration in the past or present situation and because of their difficult living constellation they need more than others this holistic view of the whole situation and not just the focus on the next job.

- 270 participants in two years.
- 232 individual development plans.

Good Practice 7

“START -UP WORKSHOPS”

Counseling – Employability – Entrepreneurship – Vocational Education Training

DIE QUERDENKER. Austria

This programme helps for Identifying entrepreneurs and their ideas. It is offering necessary coaching to develop their ideas and it is also offering helpful training units for the development of their business plans. It was developed and realized in the frame of an ESF financed programme and realized in Austria and in Romania.

The concept was based on examples from Austria and Germany performed as a startup entrepreneurship contest for universities and for the public sector with the benefits of workshops for training, coaching and public relations.

Main Objectives:

- 1st Step is to identify business ideas and persons with business ideas.
- 2nd Step is offering start up coaching and start up trainings in entrepreneurship.

Action plan: “The days of young entrepreneurship”

In this framework we develop a startup programme for young entrepreneurs in 5 areas during 5 days (one day/event for each area). They had to come with ideas of social business to sustain development of the community they live.

1st STEP: Informational Campaign to develop business ideas

Target group: Youngsters, who want to develop business ideas but don't have needed support (financial & material, legal frame, etc.) from schools, adult schools and universities, from the unemployed sector or any kind of youngster from common public institution.

Used strategy:

- Several Information Campaign depends on the focused group,
- Realizing Identification and Collecting of the best ideas of social businesses,
- *Marketing event called “Agora of ideas” develop as a public campaign used as a factory of business ideas. It was organized as a public exhibition where every participant prepared a short presentation(maximum 10 pages and appr.10 min./participant) and maybe an exhibit stand in order to promote and answer questions about their idea in front of mass-media and member of evaluation commission(business experts and project experts),
- Planning a social business step by step. More than 50% of participants nominated for a professional business coaching (social field expert) in the idea of writing their own business

plan and should enable the participants to answer the core questions of the business plan (SWOT analysis),

- Evaluation of business plans (1 economist, 1 jurist, 1 social economy expert),
- Evaluation Report and selection for “startup training” from the participants.

2nd STEP: Entrepreneurship Coaching and Training

Used strategy: Coaching and Training for a successful entrepreneur in the field of marketing, human resources, social inclusion and business strategy, book keeping and fiscal law, corporate identity and corporate design, benchmarks and juridical frames (1 day = 6h, 10 vouchers/per participant).

The young people whose ideas has been selected benefit from coaching for the developing of their own business plan and will be invited to the training program in order to start up a business, respectively for developing and drafting their own business plan.

Seminars will be organized in 10 modules according to the needs identified following the evaluation of the business ideas. They were organized in 5 different areas and in that way we did exchange and mobility between areas because we had all the participants from different areas.

The programme was for a period of 1 year and has been repeated after six months.

- Examination and certification of trainees.
- Fair of the Business Ideas organize, as a conclusion of the startup training courses were we had a national public event with presentation of business ideas developed within the startup sessions. This way 10 business ideas has been selected, the most feasible and the best of them, which has been awarded with prizes (money and study visits), supported and promoted within the project.
- The aim of the fair was to stimulate entrepreneurial initiatives among young persons, among persons from vulnerable groups and persons with initiative in social economy.



The programme offered me the necessary training to check my idea for economic chances.

Testimonies

It was a great chance to discuss my idea with experts.

It was very helpful to discuss with other start ups the important steps, the traps and chances.

Outcomes: 10 modules of Training Start up in Business for everybody; 200 coaching hours provided to start ups; five start up fairs; 52 business plans subscribed till now; 16 realized businesses till now.

Good Practice 8


INNOVATIVE WORK ORGANIZATION

Motivation – Social Inclusion – Employability

DE DUINENWACHT. Belgium

De Duinenwacht: social workplace, Oostende, Belgium,

De Duinenwacht is a nonprofit organization, formed in 1999, who create sustainable jobs and work experience for low skilled and long term unemployed people. De Duinenwacht is engaged in green maintenance and construction (rooftop isolation, pavements...). De Duinenwacht employs 60 employees of which 2 coordinators and 10 instructors.

 www.duinenwacht.be



The starting points for De Duinenwacht are:

- Sustainable jobs for low skilled and long term unemployed people.
- The projects and companies must be feasible. A break-even situation is necessary.
- The employees must be involved in the policy of the company.
- We note that we already realize the first two starting points but the third starting still not realized yet. We want to realize the third starting point for a lot of reasons: we find the sick leaves are high and we also want to reduce this; an employee survey and appraisal interviews shows that the employees want to be more involved at the company policy. They want more information and interactive communication; reducing of subsidies (grants); to increase the job satisfaction of the employees.

The process we made to improve the motivation of the employees:

We made a strategic choice to organize our organization in another way (innovative work organization). This choice is subject to a number of rules and it has an overall impact on the organization.



We expected more job satisfaction, involvement, efficiency, quality, flexibility, innovation, service and sustainability from our employees. These are the conditions to which a modern organization must meet.

De Duinenwacht was rather a traditional working organization (specialization, hierarchy, separation of management and implementation, Christmas tree thinking, rules and procedures, separation of thinking and acting).

The consequences: the employees took no responsibility, difficult communication, high sick leave.

De Duinenwacht wanted to give an answer and we started with working on: clarifying functions, improve communication, competency management, talent development, involvement, self-managing teams, strategy, mission and vision. We want to come to a self-managing team (a group of employees who are jointly responsible for the total process in which products or services are established).

The main principles:

- Teams have a workable size (8-12 employees).
- The team task includes a complete task.
- The team has enough rule and send options to work independent. This is important for the involvement, job satisfaction, faith).
- The members of the team are interdependent of each other and help each other.
- The members of the team are flexible usable in executive tasks.
- The team is self-managing.
- The team has his own location, resources and information.
- The operating systems need to connect to the management responsibility.
- The reward systems need to connect to the team working.



"My name is Steve and I started working twelve years ago in De Duinenwacht. Before I was unemployed about 5 years. The only job experience I had at that time was mainly temporary jobs like working in factories. As I didn't finish my school I also was low skilled. So I had the perfect profile to start working in De Duinenwacht with a long term unemployment and no education or degree. At first I started working within the project "De Duinenwacht" as a green worker. After a couple of years my personal and working skills were improved mainly through coaching, education and on the floor guidance. The job gave me more and more joy and pride and I gained more confidence. All this things led to more and more responsibility within the company.

Testimonies

About 7 years ago I got the chance of a lifetime. My dear colleagues asked me to become part of a new project called "The energy savers". This project started out with just one activity, providing energy scans in homes and apartments of target groups. As this was completely new for me I had to learn again. Later - after an intensive training - we also started with rooftop insolation. De Duinenwacht give me the opportunity to grow and give more and more responsibility. It give me confidence, job satisfaction and new energy."

We apply the principles of the innovative work organization to improve the motivation and involvement of the low skilled employees. We do it step by step. We took already the first steps and we will involve the whole organization in the months to come. The more the employees get involved, the more motivated they are. They get more confidence, they are more involved and they are less sick.

Good Practice 9

SECOND CHANCE SCHOOL FOR YOUNGSTERS WITH DIFFICULTIES TO REJOIN THE SOCIO-ECONOMIC SPHERE


Motivation – Social Inclusion – Employability

SECOND CHANCE SCHOOL. Spain

Students at image workshop



Second Chance School from Gijón city Council started in 2001, linked to the local Agency for Economic Development and Employment.

 www.empleo.gijon.es

Second Chance School (E2O) is a social and educative resource that seeks the improvement of young people between 14-25 years old under difficulties, with the increase of their personal motivation and improving their learning capacity, knowledge and social skills.

The E2O targets are:

- Prevention of school failures and dropout. The school collaborates with the formal education system of the city.
- Facilitate the obtaining of the Secondary Education Certificate or the access to several vocational trainings and therefore, achieving a better labour insertion.
- Foster the professional integration through several training programs.
- Promotion of the young students involvement in different leisure, cultural and sports activities.

The E2O is an open resource all the year so youngsters who are interested in it, can be incorporated at any time. It is a voluntary resource which necessarily involves the personal commitment of the youngsters. Second Chance School focuses on the development of tailor-made itineraries. In this way, it achieves the optimization of their employment and/or training itineraries and also proactive attitudes that facilitate the acquisition of their goals.

A multidisciplinary staff (psychologists, educators, teachers, cultural entertainments, social integrators and social educators) work in the following 4 areas of action:

1. Educational intervention. They carry out school-support workshops at every level of Secondary and Vocational Training Education, Spanish language sessions for foreign young people.
2. Cross competences. Students improve their knowledge of English, ICT and social and cognitive skills.
3. Training and labour orientation. It aims to improve their

Students at cooking workshop



employment opportunities providing labour orientation workshops, active search of employment and labour skills.

4. Relational, autonomy, health and citizenship intervention. Workshops that promote healthy patterns and the development of their autonomy: cooking, social skills, sport, cine forum, therapy dogs. They also train artistic performance workshops like painting, graffiti, photography, dance and leather goods.

Among partnerships with other local and regional resources, E2O collaborate with Valnalón to carry out Entrepreneurship workshops project. It involves students developing an initiative in teams that respond to a real challenge suggested by an entrepreneur. For last three years, students devised some proposals to local business as Eco-Logica Distributions, a bike store, Metropolitan Gym y NH Hotel. They used the design thinking method interviewing real stakeholders, coming up creative solutions and building prototypes to share and show their ideas. Finally, this project has helped them to develop their entrepreneurial skills.



"My time in the E2O has been very important because I was a newcomer to the Gijón city and I felt a little lost. I found a lot of closeness, friendly environment and support at school. Among the workshops, I highlight Valnalón's proposed challenge, Enrédete workshop in which I learned to accept myself, English and computer skills and especially the Volare project. In this project, I helped to arrange toys and gift packs for children with special needs and participated in a mobility. I was in Shelfier and Doncaster, where I worked on volunteering and the environment field. I spent many hours and made an effort in preparing the trip and a short presentation to read there. But we also visited a farm, managed a garden, we went to a museum, a concert and cinema. It was very positive and I'll always remember this experience. My experience at school and in the workshops has been very good, in fact, if I could, I would repeat. I thank the E2O and specially educators and my mentors. They had great patience, they didn't hesitated to help me with the thousand experienced setbacks and they got up when I fell. They gave me confidence to face". Patricia, a student at Second Chance School.

Testimonies

"These young people belong to fragile social environments, so it is important to win their confidence. Hence the personal attention and have teachers and tutors be able to establish a relationship based on trust and respect of students are key issues". Rosana Serrano Barro. E2O coordinator.

The E2O is a member of the European Second Chance School network since 2002 and participates in Youth Annual Summits and Technical teams. It is involved in European projects within the frame of the Lifelong Learning Program (Grundtvig initiative) and Erasmus +.

Last 2014, 167 youngsters took part in 100 training activities in the Second Chance School. There were 59 youths who started a formal or non-formal training program after being in an individual education project, and finally, 22 got a job. Students were very satisfied, so they evaluated the E2O with 8,8 points out of 10.



Economical management of youth workshops, social workshops and cooperatives

- Resource lab as an example of business orientation and branding
- IMPACT : concept of social business development
- Employment network - house of employability

Good Practice 10

RESOURCELAB AS AN EXAMPLE OF BUSINESS ORIENTATION AND BRANDING

Social Inclusion – Employability - Entrepreneurship


WEB. Belgium

Exclusive & innovative eco-design made from upcycled materials, locally produced within the social economy.

Social economy and education are working together and are both exceeding their own traditional sphere or activity, which is leading to innovative results and a strong dynamism in the organization.

Target group: employment for jobseekers who, after intensive education, training and work experience, are still unable to function in an open labor market.



 www.resourcelab.be

WEB creates an additional employment opportunity for the group of job seekers who, after intensive education, training and work experience, are still unable to function in an open labor market. A social workshop is established with three departments: a recycling center with a reusable goods store, a social restaurant and a reuse center for discarded electrical appliances.

Since 2010, the recycling center aims to increase the reuse of waste materials on a constant basis. For this reason, a recycling workshop is opened as part of the recycling center. In this workshop, new products for sale are created from the recycling center's materials, products that could not be reused without far-reaching, innovative processing. Custom interiors are also an important part of the workflow.

The recycling workshop is composed of a supervisor and 5 full time employees. From the start the recycling workshop calls on expertise from higher education in the creative design process to develop innovative product niches. The cooperation between MAD-faculty in Genk, Thomas More in Mechelen and our recycling center culminates in our first product lines.

In the spring of 2011 'ResourceLab', the concept label under which new product lines are developed and marketed is launched. To develop ResourceLab further, cooperation projects with higher education are examined. The continuous interaction between the employees, the supervisor and the designers in the workplace creates an inspiring and fascinating interaction between all parties.

Today, WEB is considering establishing a partnership with the following colleges; MAD-faculty, Thomas More Mechelen and Thomas More Kempen, a partnership which would take the form of a cooperative. During this consideration period, we are learning how social economy and colleges can work together in a cooperative and mutually beneficial manner.

What's more, ResourceLab collaborates in a permanent manner with designers to create the different collections. ResourceLab also continues to provide customized solutions.

Outcomes and evaluation:

- Together with the schools we collaborated a blueprint for a cooperative. Although we haven't built out one, we continue working together in projects.
- 2 basis collections: Graphic Intervention and Layer Cake.
- We sell our products in 7 eco-design shops in Belgium and the Netherlands.
- Möbel designer collection: webshop and design shops.
- We also offer customized solutions: renovation or complete makeover of a workplace, or new interiors.



Good Practice 11

IMPACT : CONCEPT OF SOCIAL BUSINESS DEVELOPMENT

Social Inclusion – Employability - Entrepreneurship

IMPACT. Belgium

Impact started in 2008 as a pilot project to create more business for social enterprises. The starting points were:

1. Social enterprises do not know each other very well. They don't work much together and there is a lot of competition between them.
2. There is no clear supply and there is no channeling of the demand.
3. Social enterprises are very good in guiding people and employees, but they don't have a lot of experience in marketing and communications.
4. The quality of the services and products is very important.

 www.impact.be



Impact is the intermediate organisation between social enterprises and the demand of the market. Impact has developed a system between leading supply and demand. They start-up cooperative companies to realize the social business development. Impact is searching for (innovative) projects in the field of housing, urban development, energy saving measures, social ecology,...

Target group: Social enterprises who want to create more business, more jobs, group purchases of services and products.

Approach: There are 3 action points:

1. Image - improvement (which image do we have, which image do we need) of the social enterprises by strategic communication policy.
2. Networking(lobbying, many contacts become contracts) in public affairs.
3. System development (leading supply and demand) to create social business development.

Outcomes and Evaluation:



- Working with 90 constructors/entrepreneurs of which 40 are social enterprises.
- Creation of 140 new jobs for low skilled people since 2009.
- Start - up 5 new cooperative companies (70.000 members).
- 1450 isolated houses (30% energy saving).
- Whole Belgium.
- Turn over: 1 million euro a year.

Good Practice 12

EMPLOYMENT NETWORK - HOUSE OF EMPLOYABILITY

Counseling - Social Inclusion – Employability

TWO HANDS WORKSHOP, Finland

Regional Network to develop strategies for employment.

The problem in Seinäjoki has been: Fragmentation of Employment Services.

Responsibilities and roles of the different authorities have been unclear. The overall management of employment has been lacking.

There was no clear objective, which aims on how to achieve the goal of overall improvement of sustainable employability in Seinäjoki with a vision of a common toolbox for how to promote the employment and effectively reducing unemployment.

For these reasons' all these activities have been inefficient, expensive and value of operations has left to be desired.

Employment House brings together all of the key employment management authorities together. It is controlled by a group including representatives of stakeholders, such as: Employment services, social services, health care, youth work, vocational school, workshops, etc.

All the key leaders of the different administrative sectors of City of Seinäjoki gather at the same table to discuss and make decisions on the management of employment -related issues. Each director undertakes its own administrative sector with regard to take decisions through. Also the representatives of social enterprises like Kaks'Kättä workshop attend these meetings. There are at least six meetings a year.

This group sets the operation objectives and supervises their implementation of concrete indicators. This group also produces the achievement of the objectives of the strategy.

Each of the stakeholder organization separately commits itself to the objectives and leadership takes responsibility for ensuring that the agreed changes would be implemented in each fields.

Outcomes and Evaluation:

Key authorities would be located by the year 2016 within the same building, where unemployed client would arrive to get all the services from one house and one person only. This person would assume responsibility for the steering forward of the client. Therefore unemployed person will have a personal contact. Employment House allows a single operating ideology and reasonable service chains. It clarifies the roles and responsibilities between public authorities.

Uncontrolled situation is transformed into a co-operation that has a clear sense of purpose and clarity in the roles of different authorities.



Cooperative model as an entrepreneurship education tool

- Using cooperative model to promote entrepreneurship with students at risk of social exclusion
- Student cooperatives and cooperative model in vocational education
- STARTERSLABO / Activity co-operatives: tailor-made coaching for unemployed people to become entrepreneur workshop

Good Practice 13

USING COOPERATIVE MODEL TO PROMOTE ENTREPRENEURSHIP WITH STUDENTS AT RISK OF SOCIAL EXCLUSION

Motivation - Social Inclusion – Employability- Entrepreneurship

VALNALÓN, Spain

“A company in my Center” (EMC) and “Entrepreneurship at my school” (EME) are educational projects aimed at adults with intellectual disabilities at Integration Support Centre and Primary Education students respectively.



www.valnaloneduca.com/emc

www.valnaloneduca.com/jes

Cooperative members
manufacturing



EME is a project aimed at Primary Education Students since 1989. And it is also carry out in schools with students at risk of social exclusion, for example, some schools with a high rate of students from the Gypsy ethnic minority. Gypsies in Spain still have low rates of social participation and school is a basic social space for the social inclusion of this population.

EMC is a project aimed at students of Special Needs and Integration Support Centers for intellectually disabled adults since 2.004. Its goal is develop their personal autonomy, social integration and facilitate their transition to adult and working life. The project helps them develop basic skills (numeracy, memory and communication) and entrepreneurship skills.

Both projects propose a dynamic methodology based on experimentation where learning is active and cooperative so teachers and trainers have a coaching role. It engages students in a real life experience setting up and managing a co-operative throughout a school year. They manufacture products that be sold in a local market or fair once a year so students do also work with different stakeholders in the local environment (e.g. local entrepreneurs, suppliers, potential customers, political representative council to apply for the market sale and local bank branch to apply for a microloan).

The development of the projects is:

1. Start up the co-operative: introduction of the business idea, seek sources of funding, choose the name and management team (manager, secretary, cashier) and write official documents (deed of incorporation, articles of co-operative).
2. Design corporate image: logotype, posters, labels, merchandising...
3. Manufacture products: selection, negotiation and purchase of raw materials and manufacture final products.
4. Preparing products to sale: label information, price, packing

5. The market: design the point of sale, share out different tasks (shop assistant, cashier, and marketing).
6. Results: analyse results and decide about the profits (organize a team activity; donate some money to a social project...).

Valnalón helps schools and centers in implementing projects into practice designing and publishing resources, teacher training and offering advice and continued support.



"Students are delighted with the experience because they feel important and valued. Each member is aware of the whole process knowing that each one is indispensable for the purpose of the co-operative. Now, they feel part of a team." Rafael Álvarez Fuente, coordinator at CAI Ángel de la Guarda, an Integration Support Center for people with Cerebral Palsy located in Gijón, Asturias.

"Social and civic competence is difficult to gain because of the lack of social behavior models in the marginal environment in which our students live. These children also generally lack autonomy and initiative especially due to the very low self-esteem. Cooperative work strengthens acquisition of these skills". Rita Arnaldos Diego, teacher at Granda School with a high rate of students from the Gypsy ethnic (Siero, Asturias).

Testimonies

"One of the most beautiful things I've been told in the classroom that I taught them to think and decide. The cooperative model offers opportunities for them to make decisions, but looking at the pros and cons of taking them and their consequences". Ana M^a Abad, teacher at Pablo Iglesias School (Soto Ribera, Asturias).

EME and EMC are cross-curricular and meaningful learning projects. Last year in Spain 30 training support centers were involved in EMC project and 310 primary schools in EME project.

Both projects increase their social integration in the classroom and their environment because of a methodology based on cooperative work and learning by doing where the co-operative puts them through situations they have to deal with. The students acquire habits of autonomy, understand group rules and improve the communication skill when they make contact with the local and business community (city council, other students of the center, customers in the local market, the bank for a loan...). It helps adults with disabilities actively get to know the world of work and facilitates students' transition to adulthood in their role as consumer citizens.

EMC and EME, alongside the rest of projects developed by Valnalón, have contributed to obtain some recognitions as Premio Fundación Príncipe de Girona Entidad 2014. This national award acknowledged the work of Valnalón in the design and development of entrepreneurship education projects and business start-up programs. As well as OECD and European Commission have highlighted the EMC project selected as an example of good practice in Entrepreneurship 360, which aims to develop self-assessment tools for European schools to check their progress in promoting entrepreneurial culture.

Good Practice 14

STUDENT COOPERATIVES AND COOPERATIVE MODEL IN VOCATIONAL EDUCATION

Motivation – Counseling - Social Inclusion – Employability- Entrepreneurship – VET

SEDU, Finland

Etelä-Pohjanmaan pajoilta urille, ESF project

Student Cooperatives KAMP and Artesaaniosuuskunta Pohjanmaa.



Through the project Etelä-Pohjanmaan pajoilta urille, which was an ESF-funded youth workshops' development project; Vocational Education Sedu has launched in house co-operative activities. The project also piloted in the school premises summer use and the development of career guidance for young people.

The student cooperatives have been working under the names of KAMP and Artisans' Cooperative of Ostrobothnia. Under the business name KAMP, cooperatives' business activities includes: the construction work, renovation, painting, small home electrical wiring, light machinery and appliance repair, communications and information technology, car maintenance and polishing, machine repairs, development-related activities and metal work, sub-contracting, machinery and metal development and training activities, stewarding, security consulting and design, and installation activities, agriculture and forestry sector work, log construction, forestry, heavy equipment contracting, environmental management jobs, hospitality activities, catering operations, yard and garden work, housekeeping services, upholstery and interior design work, barber shop operations, accounting, graphic design, event organization.

Priority members of the cooperatives are Sedu students and Youth Workshops trainees. The work that students do can be accumulated as study credits. Membership application should be written and subjected to authorization by the Cooperative board. Board is responsible from hiring staff , purchases of goods / services , pricing of the services,) convene a meeting of the delegates of the cooperative and prepare its agenda , to draw up proposals for measures to be adopted in balance sheet, and decide on the admission and expulsion of members.

The student cooperatives give a chance to students to learn by doing. It is a good way of learning customer service, cost management, responsibility and inner entrepreneurship by dealing with real life situations personally.

Membership is voluntary, and each has their own roles and responsibilities.

Testimonies

Timo Haapolahti (teacher, Surface Treatment) who has been using the student cooperatives since fall 2012 defines his role as a coach, coordinator and guide. He does not push his will to the students, that can be counterproductive he says. Through using cooperatives, it is easier to explain to students why are we teaching some topics, students can relate to them more and they feel responsibility of their own job. Students need to search for the answers; teachers do not just tell them the answers.

Students learn skills that will be invaluable in their work life add Timo and list these skills as: team work (after all they have to work together in their work life with plumbers, construction workers, electricians and carpenters); self control; being active (participation in the cooperative is voluntary and more active you are more jobs you might get involved to); willing to learn; accepting the real life challenges; better communication skills (especially with the customers and the team). It is challenging for the teacher because it is not formulaic , everyday is different, you need to be flexible. You have to follow the curricula while dealing with real life customers. It also shows the future employers that the education given by Sedu is preparing the students for real life scenarios and it impresses them that our students are employable right after graduation.

Sara Shemeikka (student, Household and cleaning services) has been working as the head of the board in the student cooperative KAMP. She thinks that it is a good way of learning. Students first get the theory and then they can apply their classroom knowledge to outside work. She believes because students earning their own money through the cooperatives also motivate them. It is important, Sara says that; we see the real environment, meet the customers, deal with customer service from beginning to end. It is all customer service. We can see more than just the school. She believes good cooperation between different cooperatives and team members, especially good account keeping is essential. Supervision or guidance from teacher is very important it kessp the quality of the service. Sara believes the student cooperative motivates students on owning their own company and helps them to learn getting the customers, paying bills,...

Teemu Oja-Lipasti, Jesse Mansikka-aho and Miko Linna (students, ITC) give computer and IT related services through the student cooperative under the guidance of their teacher Vesa Alatalo. They perform transfers from analog media to digital , computer and system maintenance , smartphone and tablet repairs and further functions. They also add that although money is a motivation, they like that local employers recognize that they are learning customer service and real life working conditions. This way they have more interaction with the customers, and have to communicate with them.

Testimonies

Vesa Alatalo remarks that teacher who works with the student cooperatives have to be flexible and they have to be coach/father/brother to the cooperative. The cooperative supports the education and gives more practical education and case studies he adds. The students are challenged to work in a timely fashion, no delays or procrastination is possible when there is a customer involves that is a great lesson for students to learn, the teacher mentions. Problems might arise and that might a cold shower that a student needs. They might need to fix their mistake and they do it without pay or extra credit.

Opportunities:

- Does not require an annual establishment of a Youth Enterprise Business.
- Professional directors help in operation.
- "Real learning" -> really doing for the right people.
- Inspiring learning method.
- Awards the students who actively participate.
- Testing your enterprise safely.
- Cooperative activities could also be piloted among a smaller proportion of the municipality.

Wishes / Objectives:

- Money motivates.
- Student cooperatives are used more as a teaching tool rather than an instrument of entrepreneurship education. It is an alternative way to learn about a profession, learning outside the "school hours".
- It helps developing Social skills, quality control and scheduling.
- Students may also be responsible for their own learning.
- Channeling of entrepreneurial activity, understanding of internal and external entrepreneurship and "entrepreneurship testing."
- Is, in itself also an activation and engagement tool.
- Assists on improving characteristics: self-help, ownership, marketing know-how, enthusiasm and motivation.

Good Practice 15

STARTERSLABO: ACTIVITY CO-OPERATIVES: TAILOR-MADE COACHING FOR UNEMPLOYED PEOPLE TO BECOME ENTREPRENEUR

Motivation – Counseling - Social Inclusion – Employability - Entrepreneurship

Starterslabo, Belgium

Activity Co-operative “Starterslabo”, Kortrijk, Belgium. Financed by the regional government.

Activity Cooperatives started in 2004 as a pilot project that hired unemployed people and recipients of minimum income support as employees. Since 2009, it supports self-employment by providing entrepreneurship training, individual and group advisory services, individual coaching and continued guaranteed access to unemployment benefits and minimum income supports during the first 18 months of business operation.

Target group: people who receive unemployment money or state income support and belong to the most vulnerable groups. They have not only lack of the financial resources needed for business start-up. They have also greater difficulty sustaining themselves and their businesses during the early stages of business development.



 www.starterslabo.be

Workshop at Starterslabo



Activity Co-operatives support business start-up by unemployed/low skilled people and people receiving state income support in Belgium. It provides a tailor-made suite of training, business advisory and coaching. During a period of 18 months they

get guaranteed access to social benefits while they check the feasibility of their business idea (to become entrepreneur).

Approach:

The participants take different stages:

1. There are info sessions and participants are selected through an interview process in which they are assessed on how realistic their entrepreneurial goals are; whether they have any experience or expertise related to their business idea; and the amount of capital that is required for business start-up.
2. The preparatory period (up to 6 months) focuses on improving entrepreneurial competences and developing a business plan. Participants must attend at least 12 collective workshops (idea development, analyses of the market, organization development, financial plan, personal development plan, administration and accounting...) and training sessions. He gets also tailor-

made individual coaching. After 6 months the entrepreneur gives a presentation of his business idea for a jury of experts, coaches and other participants.

3. During the next phase, the “billing” period (12 months), participants start their entrepreneurial activity. Activity Co-operatives provide a tax number, help entrepreneurs fulfill administrative requirements and offer advisory services.
4. After 18 months the entrepreneur has to decide if he really starts his own business.

Testimonies

“Starterslabo is undoubtedly one of the best things I’ve ever done. It made me dreams come true. With the support of the coaches my business idea growth from nothing to a booming business. Starterlabo had a positive impact on my life and gave me confidence to start my own business” Helen Simpson.

“The ultimate methodology to make your dream come true with little risk, good coaching, nice participants and a lot of support/input”. Joke Velghe.

The results are very good. Among those who completed the training and coaching in 2013, 77% started as entrepreneur.

Activity Co-operatives provide an opportunity to test a business idea while maintaining income benefits. This minimizes the consequences of business failure for an individual and offers an incentive for people to try self-employment.



Pedagogical competences of trainers


- Acknowledging and developing entrepreneurial practice in teacher training (ADEPTT)
- Pedagogical approaches for the workplace trainers in youth workshops
- Workplace instructor training

Good Practice 16

ACKNOWLEDGING AND DEVELOPING ENTREPRENEURIAL PRACTICE IN TEACHER TRAINING (ADEPTT)

Motivation – Entrepreneurship

VALNALÓN, Spain

Adeptt is a Leonardo da Vinci Transfer of Innovation project formed by 13 institutional partners from eight European countries (Spain, Iceland, Belgium, Netherlands, England, Wales, Portugal, Germany and Norway) in an attempt to provide more focused and hands-on training opportunities that would definitely contribute to support and improve enterprising teaching practice.  www.adeptt.eu

The CRCL Model as key enablers of enterprising teaching



The final product of the ADEPTT project is a teacher training model aimed at bolstering teacher confidence by adopting more innovative and entrepreneurial behaviour through a personalised and self-guided process that builds on elements already present in their teaching. The model acts as a vehicle to improve the ability of educators to develop an entrepreneurial culture amongst students and for enterprise and entrepreneurial activity to be embedded into the curriculum at all levels and across all specialisms.

Ten basic aspects were taken into consideration in the design of the model:

1. Enterprising teaching is a driver of enterprising learning.
2. The overall aim of ADEPTT teacher training module will be engaging and equipping teachers with tools to adopt more innovative and entrepreneurial approaches to teaching.
3. How? Through a personalized and self-guided process that takes stock of enterprising elements already present in their teaching.
4. Firstly, it should activate prior knowledge and prompt a reflection on daily practice.
5. By the same token, it should build on teacher's own interests, an essential prerequisite for ownership and motivation.
6. It is premised upon the "freedom for teachers to innovate" rather than following predetermined programmes.
7. It attempts to deepen the academic underpinning drawing ideas from different disciplines to identify, highlight and reinforce enterprising behaviours and actions in teaching practice.
8. Creativity and Innovation, Reflective Practice, Community Engagement, Learning Environments have been identified as 4 key building blocks in any entrepreneurial teaching endeavour.
9. Bias toward action: Participants will generate ideas (small-scale, low- cost, low-risk) and turn them into actions that ultimately add value to others (students, school, colleagues,

community). These actions could touch upon different topics and adopt diverse formats, such as products, services, processes, events or even policy recommendations.

10. By the end of the module teachers will not only be able but willing to: Create learning environments, which do not only develop positive attitudes but encourage enterprising behaviour in students and graduates (Teaching for Entrepreneurship).

Further development of the ADEPTT Training Model was informed by the results of the study into the entrepreneurial education needs of teachers and course piloting experiences in eight European Union (EU). The study concluded that an active-learner approach is essential in entrepreneurship teacher training. Teachers need to build on their own creativity to reach an innovative teaching repertoire. Active-learner approaches in dealing with students should include individual self-assessment, group-work, guided discovery, experiential learning, and the facilitation of self-study and individual discovery, as well as the integration of networks and communities of practice.

The active-learner approach would remain ineffective if not coupled with an active-teacher approach. In this respect ADEPTT firmly endorses Michael Fullan views on the new roles of teachers in the recently published report “Towards a New End: New Pedagogies for Deep Learning” (Fullan & Langworthy, 2013):

1. Teacher as designer of powerful learning experiences.
2. Teachers as source of Human, Social and Decisional Capital.
3. Teachers as partners in learning with students, accelerated by technology.

Testimonies

"The course has expanded my toolbox and improved my confidence to motivate and engage students in creative thinking. It would be great to organise some in-school training with members of the teaching staff". Teacher's testimonials from Spanish piloting experience.

"ADEPTT training sessions managed to gather under the same roof teachers from different subjects and education levels in what was perceived by users a very innovative and attractive aspect of the training". Ivan Diego Rodríguez, European Projects Coordinator, Valnalón.

The piloting phase, carried out in Belgium, Germany, Holland, Iceland, Norway, Portugal, Spain, and Wales, has been a breeding ground for experimentation. With hindsight, the staggering diversity of approaches, audiences, duration and methods applied in the different pilots adhere to the same set of learning outcomes. The conclusions derived from the pilots converge into a clear consensus as regards the positive elements and improvement areas of the training. Such “common ground”, derived from real experience, has informed and improved the final design of the training model.

Overall the feedback from the trainees in all the Pilots has been positive. Even though it could be considered that the post course scores do seem rather high. Very few trainees stated that they would not use what they had learnt in their work or would not wish to study entrepreneurship in more depth. All the partner organizations plan to use the course again in some form or another.

Good Practice 17

PEDAGOGICAL APPROACHES FOR THE WORKPLACE TRAINERS IN YOUTH WORKSHOPS

Counseling - Social Inclusion – Vocational Education Training

SEDU, Finland

Special Qualification for Job Coaching by Vocational Adult Education Center Sedu, Etelä-Pohjanmaan pajoilta urille, ESF project and South Ostrobothnian Youth Workshop Forum.



Through the project Etelä-Pohjanmaan pajoilta urille, which was an ESF-funded youth workshops' development project. Vocational Education Sedu has developed workshops, functions, and business skills, to enhance co-operation between the workshops and Upper secondary education institutions. Main goals include preventing social alienation of the youth, improving youths work application skills, creating new learning environments to vocational schools and workshops in the region, improving youth workshops' business knowledge, developing further cooperation between local youth workshops.

Through offering Special Qualification for Job Coaching, Vocational Adult Education Center Sedu targets to develop job coachings expertise in trainers, social workers and counselors who work in social economy and related organizations. The trainers who want to receive this specialist qualification works with people who need special support in reaching and remaining in the labor market, employment or reintegration.

Special Qualification for Job Coaching is aimed at the people who have at least Basic Qualification of Health care and social services or other relevant degree-level knowledge and skills typically.

It prepares the trainers/coaches for more demanding tasks in the field of social management and also gives them possibility to act in the capacity of job coaches and person in charge of job coaching in the field in the workplace or in various projects.

Qualification holders can operate in work rehabilitation and work life preparation services; such as schools, social enterprises, associations and youth workshops.

All the students have their own personal study plan; studies are organized as blended learning; a combination of contact learning, eLearning, independent studies and on-the-job training. The contact learning hours that the teacher meets the students are limited to 22 hours. On-the-job learning naturally happens on the field related work places. The degree consists of three compulsory and one optional part modules. The degree is completed when a total of four component of a qualification have been completed successfully in examinations.

Compulsory modules are: Vocational activities in job coaching; Organization of clients' job preparation process; Work life competences and acting as the person in charge of job coaching.

Optional modules are developing the job coaching services, and Entrepreneurship in job coaching services.

The Qualifications curriculum is designed by using the Ministry of Education's model.

Units offered are: Service organizations; Networking; Work cooperation organizations; Ethics; Job coaching on-the-job learning; The process of Job Coaching; Quality in job coaching; Job Coaching methods; Work life expertise; Coordination of Job coaching; Financial management; Marketing and sales for job coaching; Development project; Development work and evaluation; Management and care of the clients; and productization of the job coaching services.

Outcomes

Since most of the qualification students work already in social services and social economy firms it is important to have flexible blended learning environment. The qualification is carefully designed to have practical on the job learning units to support the theoretical studies. Through the guidance of the Ministry of Education's curriculum entrepreneurial studies are essential parts of the qualification.

Good Practice 18

WORKPLACE INSTRUCTOR TRAINING

Motivation - Social Inclusion – Employability – Vocational Education Training

TWO HANDS WORKSHOP, Finland



Finnish National Board of Education recommends, that as many workplace instructors as possible should graduate from workplace instructor studies (3 credits).

The training includes items like familiarization, instruction and assessment of student during on-the-job learning period.

Studies with 3 credits consists six modules with main items:

- Module 1: Basics of on-the-job learning, and education system.
- Module 2: Work safety in learning environments, familiarization in the beginning of on-the-job learning period.
- Module 3: National core curriculums, school-specific curriculums, on-the-job learning.
- Module 4: Different learning skills, instruction of student during on-the-job learning period, students with special needs.
- Module 5: Vocational skills demonstrations: planning, executing and assessment, feedback.
- Module 6: Seminar that includes conclusion of studies and handing out the diplomas.

Workplace instructor training has been organized by the cooperation with other specialists like vocational studies teachers, other projects and special needs teacher.

It can be carried out during studies with 3 credits in its entirety (include both general and field specific studies for workplace instructors). Studies with selected content depending on participants' needs continue mainly 1 to 2 afternoons training and usually main item is the assessment of vocational skills demonstrations.

Content of module 1:

- Education system in Finland.
- Vocational upper secondary education and training.
- Significance of qualification requirements and school-specific curriculum.
- Educational structures, levels and sectors.
- Vocational competence (generally speaking).
- Briefing work community concerning on-the-job learning.

Content of module 2:

- Work safety in learning environments.
- Familiarization in the beginning of on-the-job learning period.

Content of module 3:

- Own vocational fields' qualification requirements and school-specific curriculum.
- On-the-job learning: planning, executing and assessment.
- Specifications, instructions and recommendations in different vocational fields (for example: hygiene proficiency certificate, first-aid course...).

Content of module 4:

- Different learning skills.
- Instruction of student during on-the-job learning period.
- Students with special needs.

Content of module 5:

- Feedback and its significance (to student and from student).
- Vocational skills demonstration: planning, executing and assessment.
- Assessment of learning.
- Assessment of vocational skills.
- Cultivation as a workplace instructor.

Content of module 6:

- Summary of studies.
- Handing out the diplomas.
- Presentations.

5. Reflections

MOTIVATION OF PEOPLE IN DANGER OF MARGINALIZATION

Positive aspects

We get good practices on motivation from all countries (Finland, Spain, Austria and Belgium) involved in this project.

In general we can distinguish 2 different kinds of target groups:

- The high risk job seeker (in the Austrian and Belgian projects).
- The students with risk of dropout, (in the Finnish projects) and students with special education needs (in Spain).

Most of the students were situated as preparing for the vocational education and the high risk job seekers were situated in the social economy projects.

The focus of the good practices is different:

- Citizenship lessons, cross-curriculum project, international cooperation.
- Advice in terms of different kind of work.
- Increase motivation, attitude, involvement.
- Prepare young people to vocational education.
- Reverse approach: first capacity to work must be given, so long term success of integration can be given.

The workability approach of Die Querdenker was very interesting and the concept of working with high risk job seekers was extraordinary. It's a new approach but it costs a lot of money. It is doubtful that other European governments will follow this kind of financial support.

The Flemish case (work-welfare pathways) seems to be dealing with a similar target group but offers a more "light" version of the coaching. This approach can make sense if it is embedded in a well-developed inclusive labor market policy.

The "Young Social Entrepreneurs" (JES) in Valnalon is another good example of student involvement and cooperation between students of different countries. The setting up of 460 associations with 12000 students involved during the last 10 years is amazing.

The integration of the young people in the Two Hands Workshop in Finland, in order to give them chances on learning by doing is a very interesting. Especially because it is in cooperation with the vocational education Centre Sedu. The acquisition of what they have learned helps them to strengthen their curriculum in order to find their way on the labor market.

We can learn a lot of this way to keep young people motivated and avoid that they drop out of the school system.

Possible improvements

A lot of these projects are real “projects”, subsidized temporarily by local, regional and/or European funds. This makes the initiatives vulnerable, although they focus on activities with a social value. So it is important to keep emphasizing the need of these kinds of activities in a broader context. Working on motivation seems to be a rather soft activity, but it is the beginning of sustainable integration in society. So in terms of money: working on motivation is an investment rather than a cost.

Lessons learnt

The impact of these good practices is in general terms the same:

- More involvement.
- More cooperation and solidarity.
- More motivation.
- Higher self –esteem.
- Better behavior.
- More focus on action.

The good practices illustrate that different kind of cooperation improve the social, technical and learning competences of the high risk job seeker or the students. In general we can conclude that the learning or working environment is very important in actions that focus on motivation. Especially for the high risk target groups, it is important that we keep making efforts.

We learned a lot about the different approach of the way to motivate people in a cooperative model. There are different possibilities to motivate people in danger of marginalization. You can use the approach in the vocational education as well as in working situations.

In general, we learn from the good practices that whatever the target group is, or whatever the activity is, if we want to make progress with the vulnerable target groups, it is important to take an early start and work on topics as “what is it that motivates the client”, “what is important in his point of view”. If we can make a connection on that point, it helps to make progress in the personal situation of the client.

ECONOMICAL MANAGEMENT OF SOCIAL ENTERPRISES, YOUTH WORKSHOPS, SOCIAL WORKSHOPS AND COOPERATIVES

Positive aspects

Good practices on economic management of recycling workshops:

- Turning recycling:
 - reuse of waste materials,
 - reuse of old goods (furniture, clothes, tableware).
- Into upcycling

- new products created from waste materials,
- reuse of waste materials through innovative process,
- recycling and reuse of old materials is economically beneficial and socially economical. The creation of new products from recycled materials allows the increasing of the economic benefits of recycling. Especially in Belgium (WEB, ResoureLab) the development of new products from old materials has been taken to a whole new level. Designers of upcycled products were first obtained from the field of design students. Later also well-known names emerged as designers (WEB, Designer Collection). The designed products are produced in an organization providing work for unemployed people. All this has succeeded in combining ecological, aesthetic, social and economic viability. This is an excellent example of a new, innovative, social and economic good practice.
- innovative attitude towards recycling has also led into new areas of innovation. Used materials and upcycled goods are used to renovate workplaces or to make complete makeover of old premises.
- more economic efficiency has been achieved in the area of traditional furniture recycling business by the use of regional central warehouses (De Duinenwacht and WEB in Belgium). Recyclable furniture are taken to central stock where products will be renovated, given prices to and divided into different recycling centers in the nearby area.
- the use of similar label “Krinwinkel” throughout the region brings about economic efficiency. Same name and general appearance helps in marketing and makes it easier for customers to find shops from street scene.
- in Belgium, there are cooperatives and projects that help unemployed people to clarify possible business plans they have. Help is available for example in financial planning, in improving corporate image and in profitability calculations. The participants have an opportunity to develop their idea for several months and during this period they are entitled to unemployment benefits. This way experiment does not cause any financial risk for the participants. Primary target group is people over 50 years of age, women, unskilled workers and immigrants. In this way it is possible to help those customers that are particularly difficult to employ.

Possible improvements and lessons learnt

With the experiences in mind from all countries, one can find possibilities for improvement of economic management of workshops:

- Commonly workshops do not know enough about each other and do not collaborate enough.
- Co-operation is an opportunity to make marketing more effective and powerful.
- Generally workshops perform well in supporting and guiding the unemployed, but they don't have enough knowhow in marketing.
- Also workshops can pursue professional branding.
- There are good traditional ways of working and doing business.
- However, innovation and open-mindedness can bring along new economic opportunities.

COOPERATIVE MODEL AS AN ENTREPRENEURSHIP TOOL

Cooperative model is an effective pedagogical tool to support the development of the key competence entrepreneurship. Students are actively engaged in a learning process and have the opportunity to display a wide array of social, personal and business skills.

Social entrepreneurship and social economy is an appropriate way to foster a better understanding between the education and labour market world. If we take again the definition and values of cooperative, this model tie in values taught in school such as solidarity, equality, equity, responsibility and teamwork. Cooperatives are enterprises that put people at the center of their business and not capital.

Moreover, cooperative model can be a social inclusion tool for young people in danger of marginalization. All students can be a member of the cooperative regardless of race, gender, background or religion. Each member contribute to the capital of cooperative and participate voting and making decisions so decrease status differences among the group and everybody feels valued.

In conclusion, use cooperative model as a pedagogical tool have positive aspects, others are:

- Covers a wide range of levels of education. This Guide presents projects aimed at primary school students (EME), vocational training students (ESF) and students of special needs and integration support centers for intellectually disabled adults (EMC).
- Raise students' awareness of self-employment as a career option promoting the development of skills & attitudes relevant to entrepreneurship. Sedu prepare the students for real entrepreneurial activity making contact with the real environment.
- Integrates content and skills from multiple content subjects into one cohesive learning experience.
- Students are responsible for their own learning.
- Suitable scenario to develop teamwork, decision making, assume a risk and emphasis on social economy.
- Students are very motivated when they participate in a hands-on activity. They have the challenge to make their own decisions and check the outcome and also the chance to earn their own money.

The projects presented work on methodological content "learning by doing" working in real environment with the local and business communities (local authorities, bank, media, suppliers, other cooperatives...). ESF project is also an instrument to learn about a profession.

Comparing good practices, one of the obstacles identified was that the Spanish education system is less flexible than Finnish. The student cooperatives from ESF project give a chance to manage real business activities related to the vocational qualification that they are studying. In Spain, there are lack of legal framework in which students can invoice services to real customers.

PEDAGOGICAL COMPETENCES OF TRAINERS

Among the many good practices we have highlighted in Cooperative Model against Exclusion project, “Pedagogical competences of trainers” good practice is designed to give a practical solution to a challenge. It is designed and intended for workshop and workplace instructors, trainer and work coaches.

The main idea was to give necessary support for the clients and trainees and motivate them to continue on their path for sustainable work life and fight them against marginalization.

Workshop trainers or coaches just like any workplace instructors occupy a key position in promoting high-quality learning at the workplace and workshops. The workshop trainer and the entire workplace community provide the student with induction, guidance and support, and evaluate on-the-job learning. Workplace instructors must also, therefore, have the opportunity to develop their own instruction and assessment skills and to receive support and guidance in their duties.

Training for workplace instructors in Finland is guided by legislation on vocational education and training and the qualification requirements for vocational upper secondary qualifications. The contents of workplace instructor training is developed at national level, to cater broadly for on-the-job learning and practical training at various levels of education, while providing for the assessment of vocational competences and the skill requirements of each workplace instructor.

Vocational field, workplace-specific requirements and student-specific competence requirements are taken into account when planning the training. The training can be completed flexibly one unit at a time. Previously acquired skills and knowledge are identified and recognized.

Experience indicates that the participation of workplace instructors in the training varies by sector. In some sectors or workplaces, it is difficult to get workplace instructors to participate in the training, while some sectors have plenty of participants on a continuous basis. Workplace instructor training implemented at regional level has yielded good experiences. Such regional-level training will render instruction of learning at the workplace more uniform. Even the workplace instructor and workshop training has been implemented in Finland successfully, we believe the good practices that was shared during the CMAE project can be utilized and used to make the training more effective. The good practices presented by Austrian partner Die Querdenker especially the tailor made personalized coaching tool can be used both in the workplace trainers’ training and can be taught as a motivation tool. Similarly the active workfloor good practice presented by the Belgian partners WEB and Duinenwacht can be a good practice to include in the training for designing a motivating, effective and active workshop.

Adept teacher training from Valnalón contribute to improve learning environments that develop positive attitudes and encourage enterprising behavior in students and clients. Understanding that entrepreneurial education is to turn the students into people who can put their ideas into practice, regardless of the field they choose to undertake their project: business, social, political, cultural, sports... etc.

Overall the project good practices are picked for presenting supportive ways to existing tools to fight against exclusion and start up the inner entrepreneur and self-motivated individual out of the clients.

6. European Added Value

European statistics say, in 2013 there were around 11.000.000 jobs directly related to different types of social economy activities in Europe. This includes social firms, social economic workshops, social economic work training centers and similar structures in the member countries. The European Commission has underlined the importance in all its strategic papers for economic growth and social security in Europe. You can find it in the Lisbon strategy and in other 2020 papers.

The European Union also agreed that supported employment is one of the most important parts in the development of social economy and therefore some imperatives of supported employment were written in a basic guide to ensure a defined level of quality in this development process. The major points are:

- Individuality. Social economy regards each individual as unique, with his / her own interests, preferences, conditions and life history.
- Respect. Social economy activities are always age appropriate, dignifying and enhancing.
- Self-determination. Social economy assists individuals to improve their interests and preferences, express their choices and define their employment / life plan according to personal and contextual conditions. It promotes the principles of self-advocacy by service users.
- Informed Choice. Social economy assists individuals to understand their opportunities fully so they can choose consistently within their preferences and with understanding of the consequences of their choices.
- Empowerment. Social economy assists individuals to make decisions on their lifestyle and participation in society. Individuals are centrally involved in the planning, evaluation and development of services.
- Confidentiality. Social economy service provider considers information given by individuals to them as confidential.
- Flexibility. Staff and organisational structures are able to change according to the needs of service users. Services are flexible and responsive to the needs of individuals and can be adapted to meet specific requirements.
- Accessibility. Social economy services, facilities and information are fully accessible to people with disabilities.
- Vocational Profiling. Ensuring empowerment to the individual throughout the process
- Inclusion. Social economy is fostering social inclusion actively.

The basement of all activities, supporting an inclusive approach in the frame of work and employment is coaching or counseling. Throughout the good practices we shared in this partnership project, we came across the fact that the major question for sustainable success is for sure on one side the situation on the labor market, but especially in times of economic crisis the questions related to the workability performance of marginalized groups is as important as the economical impulses. There are two main reasons for this. The first one is the raising competition on the job market and the second one is the raising individuality approach of all members in our society. So it is necessary to change or to adapt our services and our approach in this process. In this e-guide we presented some good practices for this successful change processes.

Powered by the impressions from the study visits there was and is an ongoing discussion how to foster inclusion and to combat exclusion. This e-guide gives an overview of good practices on actual projects that focus on inclusion, and that are performed by partners from the education field, the social economy and social firms, and training/activation organizations. The composition of the partnership was really strength. As a consequence, the e guide gives a good overview of different ways to work on inclusion of high risk groups. The presence of the entrepreneurial skills in the educational projects is very interesting for the social economy partners. The economic baseline of the social workshops is an added value for partners/users from the educational work field. Working on motivation/activation is another baseline that returns in every organization. Overall the project good practices are picked for presenting supportive ways to existing tools to fight against exclusion and start up the change process, which is such an important challenge for society.