



PROGETTO E.V.A.  
2012-1-IT 1-LEO05-02799

# TRANSNATIONAL REPORT ON PEER REVIEW MEETINGS IN E.V.A PARTNER COUNTRIES



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## OVERVIEW

Peer review meetings took place in the E.V.A. partner countries, in the frame of Project Work-Package 3.

The main goal of the peer review meetings was to **evaluate the Video-CV Structure-Model proposed (E.V.A. “Alfa” Model, hereinafter “Model”. For details, see Annex II)**, collecting feedbacks and suggestions for further adaptations of such Model in view of pointing out a “Beta version Model” (Work-Package 4) to be transferred and experimented in all Partners’ countries (Work-Package 5).

Peer review meetings specific aims and objectives were:

- **Providing a general evaluation about**

A) Communicative effectiveness of the Video-CV with respect to the vocational guidance path, its organisational sustainability, its effectiveness in creating an individualised vocational guidance path and its effectiveness in favouring the matching between job demand and supply

B) Video-CV starting Model

- **Collecting feedbacks and suggestions** for the adaptation of the Video-CV Model, to point out the Integrated Video-CV Model - Beta version.

With respect to such objectives, peer review meetings focused on:

- ✓ Evaluation of the Model from **a content and technical the point of view**
- ✓ Evaluation of **specific training needs** of the Employees working inside the Employment Centres partner of the Project (“Employment Centres Operators”)
- ✓ Suitability of the Model in relation to the **Project target groups**

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- ✓ Evaluation of the **of the Video-CV impact** as pointed out in the Model, with respect to the Project partnership and to the network of the Employment Centres appointed in each partner country
- ✓ Evaluation of the **impact of the Video-CV** as pointed out in its Model, with respect to the Project target groups in the countries concerned
- ✓ Effectiveness of the Video-CV **in helping the matching between job demand and supply**
- ✓ Solutions **to better exploit the Video-CV** and any other possible exploitation of the Video-CV Model
- ✓ **Sustainability** of the Video-CV in a long run

## 1. GENERAL DESCRIPTION OF THE MEETINGS

In Italy, the peer review meeting took place in Rome, at the seat of Porta Futuro, on 11<sup>th</sup> of July 2013.

### The following people attended the meeting:

1. Marco Agnello (Provincia di Roma CPI Tiburtino, CPI Roma 3)
2. Rosanna Battilocchio (GM Minerve)
3. Renato Bonomo (Provincia di Roma)
4. Giorgia Cianfriglia (Provincia di Roma Porta Futuro)

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5. Emma Cubeddu (Provincia di Roma Porta Futuro)
6. Daniela Di Roma (Provincia di Roma)
7. Cinzia Festa (Provincia di Roma CPI Cinecittà)
8. Claudia Foschi (Provincia di Roma Porta Futuro)
9. Mirella Lattanzi (EURO INNOVANET)
10. Dario Manna (Provincia di Roma)
11. Silvia Martinelli (Provincia di Roma Porta Futuro)
12. Rita Ricci (Hotel St. George Roma)
13. Alessandro Rossi (Provincia di Roma Porta Futuro)
14. Irene Salerno (EURO INNOVANET)
15. Michele Simone (Provincia di Roma CPI Sapienza)

**In Greece**, the peer review meeting took place in Athens at the seat of IEKEP, on the 3<sup>rd</sup> of June 2013.

Participants to the meeting were 4 Social Workers, well experienced in the field of vocational guidance, 2 Psychologists, well experienced in counseling, 2 counselors, specialised in vocational guidance, 1 Mentor/Entrepreneur who worked with target group in previous Projects (i.e. EQUAL), 1 Member of Board from a Counseling/Training center, 1 IEKEP's representative, 4 young scientists from Humanitarian field, volunteers/unemployed who are interested to participate as direct beneficiaries in EVA Project.

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More in detail, the following people attended the meeting:

1. Spyron Ilektra
2. Evangelia Delarekoura
3. Mauridi Stella
4. Chioteli Metaxia
5. Verarou Stella
6. Bererianon Katerina
7. Mairi Dede
8. Afroditi Tataki
9. Zoi Almpani
10. Dimitrios Gatsidis
11. Konstantina Petheristi
12. Pavlos Plakopoulos
13. Charami Helen
14. Danae Balta
15. Nick Foutzitroglov

Furthermore, the following stakeholders and network partners of E.V.A. Project took part in the meeting:

1. NOSTOS Counseling Center

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2. Greek Juvenile Probation Service – Ministry of Justice
3. Municipality of Peristerion – Social Services
4. Ergon Training NGO
5. IASIS NGO – Psychosocial Services
6. Counselors/ freelancers and Entrepreneurs

**In Spain**, the peer review meeting took place at the Centre for Business Initiatives (CIE), Provincial Council of Granada, on the 2<sup>nd</sup> of July 2013.

Participants to the meeting were:

- **Team of the E.V.A. Project from the Provincial Council of Granada.**
- **The following experts from selected Employment/Guidance Centres:**
  1. Alicia López Rodríguez. Provincial Head of Employment, Red Cross Granada
  2. Ruben García González. Specialist, Red Cross Granada
  3. Rafael Ortega López. Head of Training and Employment, Association of Municipalities of the Tropical Coast
  4. Irene Almendros Gómez. Specialist, Association of Municipalities of the Tropical Coast
  5. Silvia Ortiz Martínez. Specialist, Association of Municipalities of Huéscar

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- **Representatives of Employers:**

1. Beatriz Maldonado. Specialist in Employment, Chamber of Commerce
2. Maribel Fajardo. Specialist, Confederation of Employers
3. Invited companies

- **Individual beneficiaries:**

1. Elisa Martín Vivaldi
2. Estefanía Guirado Garrido

In the **United Kingdom**, the peer review meeting was held at Manchester Town Hall on the 14<sup>th</sup> of August 2013.

The following participants were invited from a range of organisations to enable the project to meet its main goals:

- Manchester City Council - Head of Commissioning 10 – 19
- Manchester City Council - Young People's Strategy Team Officer (10-19)
- Connexions - A service for young people that provides information, advice and guidance on employment, education and training.
- Manchester College - Head of Youth Employment and Skills
- Manchester City Council - Economic Principle Regeneration Officer representing the Economic Development Unit team who have responsibility for Work and Skills,

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Apprenticeship programme, Welfare Reform, Business and Enterprise across the city.

- Manchester City Council- Economic Ward Regeneration Officer who have responsibility for Work and Skills, Apprenticeship programme, Welfare Reform, Business and Enterprise across the city.
- Peoples Referral Unit - provide for children and young people unable to attend mainstream school, often because they have been excluded. These pupils frequently show signs of experiencing social, emotional and behavioural difficulties (SEBD).
- One PLC – Technology Company
- Nornir - EVA Project Evaluators

## 2. MODEL ASSESSMENT: QUESTIONS AND HYPOTHESIS

Following a common grid (available in Annex I) , the main questions made to peer review meetings participants concerned the following topics:

- **What is the general evaluation of the Model**, from the point of view of:
  - Structure
  - Actors involved in the process
  - Technological and communicational solutions chosen
  - Expected duration
- **What are the training needs** of Vocational Guidance and Employment centres Employees (e.g.: need to learn how to film the Video-CVs, need to learn using

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common software to edit the Video-CV once filmed, need to get more skills in preparing users to the Video realisation from a psychological point of view, etc.)

- **Suitability of the Model with respect to the Project target groups and possible adaptations**
- What is the evaluation of the **impact of the Video-CV** as pointed out in its Model, with respect to the Project partnership and to the network of the Employment Centres in the countries concerned
- What is the evaluation of the **impact of the Video-CV** as pointed out in its Model, with respect to the Project target groups in the countries concerned
- What is the evaluation **effectiveness of the Model in helping the matching between job demand and supply** in the countries concerned and further possible impact
- What is the possible **exploitation of the Video-CV**
- **Sustainability** of the Model in the long run
- **Any other possible exploitation of the Video-CV Model** in the countries concerned

### 3. REPORT

#### 3.1. Model evaluation

According to the results of the peer review meetings in the countries concerned, the Video-CV tool can be regarded as an **innovative tool**, mostly unknown for the Employment Operators participating in the meetings (with some exceptions).

The tool has been evaluated positively and has been regarded as a **useful tool** to help young job seekers to find a job.

It has been stressed that the Video-CV tool should be:

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- A **complementary tool** with respect to a written CV
- A tool helping the **screening procedures**

Furthermore, it has been stressed that the Model pointed out could also be adapted for several target groups: according to the Spanish peer review meeting outcomes and conclusions, for example, the Model could be addressed also to immigrants or people over 45 years old.

Concerning the Model evaluation, the most important issues raised concerned:

- **Contents of the Video-CV:** It has been suggested that the Video-CV should be mainly focused on data not being already available in a written CV (possibility to show what people can do in a practical way; possibility to evaluate hidden characteristics of applicants' personality; possibility to evaluate empathy of the applicants).

According to **Entrepreneurs evaluation**, a good Video-CV should communicate passion for the position which the candidate is applying for.

Candidates must be natural in front of the camera.

It is mandatory to avoid reading a text while recording a Video-CV.

- **Choice of the right people:** The Model pointed out has been evaluated as a good tool for the Project target of beneficiaries (young people, medium and highly educated).

A point that has been stressed was **the choice of the right people** for that tool. In fact, the Video-CV is more suitable for smart people, having not only a good presence and being able to express their personality and suitability to a complex scenario like the Italian job market is, but being also able to show, in the frame of a short Video-CV, their skills and/or their personality. A training of Employment Centres Operators in how to prepare and train applicants, how to establish an empathy-based relationship with the beneficiary

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that allows them to analyse the beneficiary's attitude, motivation and abilities, how to create the script format of the Video-CV and support beneficiaries has been recommended, as better explained in the following pages.

- **Focus on competences and skills, not on knowledge:** Knowledge is easy to prove, while *competence* is something more than a piece of paper or a certificate. In order to make competence appear and become visible, it has been suggested that it could be useful to have some snapshots/stills from working environments, if possible.

- **Video-CV format should to be as much simple and "light" as possible**, in order to allow easy access also for those employers who are not familiar with the ICT and don't have a fast Internet connection.

### 3.2. Impact of the Video-CV

According to the opinion of peer review meeting participants, the Video-CV tool can be effective in **creating an individualised vocational guidance path** (indeed, it *must* be conceived as an individualised tool – even if it has to be built following a given structure - according to the peculiarities of each applicant's personality).

It could also become **a standard tool and a standard procedure** to help the job demand and supply matching as well as **a screening/preliminary interview tool**.

In this frame, the Video-CV could become a part of the daily activities of the Employment Centres of the E.V.A. network.

#### 3.2.1. Employment Operators' training needs

Concerning the Employment operators' training needs, it has been stressed their necessity to gain a **specific training** allowing them to include the Video-CV tool in their Centres standard services.

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Skills needed concern:

1. Technical competences in order to learn how to project and design an effective Video-CV
2. Competences in using a video camera (focus on shootings);
3. Video editing and assembly programmes
4. Competences in promoting the Video-CV after shooting it, also among the employers
5. Competences for a more tailored guidance interview, leading to point out an effective script format
6. Competences in facilitating users to better present themselves, in a more creative way

### 3.3. Effectiveness of the Video-CV

Peer review meetings results allow to regard the Model proposed as effective with respect to the Project target groups.

Some specific **characteristics** that the EVA Model must have, in relation to the chosen targets as well as to the transfer actions, are:

- **Structure of the Model:** Employment Operators and Entrepreneurs involved in the peer review meetings in partner countries agreed that the Model to be evaluated could be suitable for the E.V.A. Project target groups.

The 3 section-based structure, with parts that could be recorded separately and put together in postproduction, is highly recommended in order to make applicants appear more natural and fluent in front of the camera.

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As regard to the first section, it has been stressed that the first 30 seconds should be used to make an impact, which would then maintain the Employer's interest for the rest of the Video-CV.

Video-CV should highlight the most relevant competences and experiences of candidates, and give light to those skills that is more difficult to prove and make evident.

From a technical point of view, **a black backdrop** is recommended.

**- Ideal length of a Video-CV:** the ideal length of an effective Video-CV is estimated to be of about 2 **minutes (not more)**. According to Entrepreneurs' evaluation, a good Video-CV should be neither too short nor lacking in information, nor too long.

For young candidates or people not having a strong professional background, the ideal Video-CV should be **very short** and be focused on hobbies and personality.

**- For screening purposes:** a Video-CV, when exploited as a screening tool, should last **less than 1 minute** (about 40-45 minutes).

Concerning this point, it has been highlighted that the Video-CV could be a money and time saving procedure.

### 3.4. Effectiveness with respect to the job demand and supply matching

The Video-CV tool has been evaluated by both Employment Operators and Entrepreneurs as a strong tool:

**- To find a job** (with regard to this, it has been suggested that it could be ideal to receive a written CV + a Video-CV of the applicants)

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- **To help the screening procedures** (point of view of the Entrepreneurs). This issue is related to money and time saving opportunities, provided by the Video-CV tool.

- **To train candidates in job interviews.** It has been stressed that preparing for a Video-CV together with the Employment operators, is a very good exercise for job seekers and a training in view of a face-to-face interview.

Concerning **the best solutions to exploit a Video-CV**, the possibility to have a web-based platform where searching for Video-CVs has been strongly recommended both by Employment Operators and Entrepreneurs.

The necessity to have a web platform has been also indicated like an essential tool to advertise the Video-CV tool, and to exploit properly its potentials.

The ideal solution would be, according to Entrepreneurs' opinion, to receive a link to download applicants' Video-CVs and or develop a web platform or other 2.0 environment, so that the Employer could access the site whenever s/he requires staff, so as to have a range of suitable candidates in Video-CV format.

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## CONCLUSIONS

The outcomes of the peer review meetings carried out in partner countries allowed validating the “Alfa Model” of the E.V.A. Project, and making some adjustments and adaptations to it.

According to the meeting results, Video-CV must be regarded as **a tool complementary to a written CV, which better should accompany the Video-CV.**

It has to be avoided to realise a replica of the written CV: an effective Video-CV has to give light to what cannot be expressed through a written CV (hidden or not certified competences and skills).

Video-CVs can be helpful tools also for applicants who do not have a high level of education and/or do not have a strong professional experience. For such profiles, the Video-CV can help and fill the lack of competences formally acquired (that can be easily documented).

For the highly educated people, the tool allows a better and deeper evaluation, in particular when the Video-CV is able to stress empathy and strong aspects of applicants' personality.

Nevertheless, it has been stressed that the Video-CV Model pointed out, could be easily adapted to other target groups (in particular, immigrant and over 45 people).

Finally, special attention has been paid to the preparation of users and to the creation of strong links with the Enterprises, in order to create a “culture” of the Video-CV tool.

Dissemination is closely related to this point, and with regard to this, it has been stressed the importance to promote the Video-CV tool through the social media and networks, like



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Facebook, Myspace and LinkedIn. Such communication tools could also become testing places, useful to evaluate the impact of the Video-CV on the labor market.



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## ANNEX I

### GUIDELINES TO THE PEER REVIEW MEETINGS

#### PARTICIPANTS (IN EACH COUNTRY):

- Project local team
- 8 Employment Centres Operators
- 5 Stakeholders' representatives

#### PEER REVIEW: WHAT FOR?

The main objective of the peer review meeting is to **evaluate the Structure-Model proposed**, collecting feedback and suggestions for further adaptations, if necessary, in view of pointing out a beta version Model to be transferred and experimented in all the Partners' countries.

More in detail, specific aims of the peer review meetings are:

- Providing a general evaluation about: 1) communicative effectiveness of the Video-CV with respect to the vocational guidance path, its organisational sustainability, its effectiveness in creating an individualised vocational guidance path and its effectiveness in helping the matching between job demand and supply; 2) Video-CV starting Model;
- Collecting feedbacks and indications for the adaptation of the Video-CV Model, to point out the Integrated Video-CV Model- Beta version (WP 4).

#### STRUCTURE

Peer review report will investigate the following topics:

- How do you evaluate the Model proposed from the point of view of:
  - Structure (3 section based)
  - Actors involved in the process
  - Technological and communicational solutions chosen
  - Proposed duration

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- What are Employment Centres operators' specific **training needs** (e.g.: need to learn how to film the Video-CVs, need to learn how to use common softwares to product a Video-CV, need to get more skills in preparing users to the Video realisation from a psychological point of view, etc.)?
- Is the pointed out Model **suitable for the Project target groups**? Could the Model be further adapted? How?
- How do you evaluate the **impact of the Video-CV** as pointed out in its Model, with respect to the Project partnership and to the network of the Employment Centres in your country?
- How do you evaluate the **impact of the Video-CV** as pointed out in its Model, with respect to the Project target groups in your country?
- Could the Model pointed out be **effective in helping the matching between job demand and supply** in your country? Could it have any other impact?
- In order to optimize the Video-CV effectiveness, what could be the most appropriate solutions (e.g. simply giving the Video to the user? Valorising the Video-CV on the Employment Centres web platforms? Placing the Video-CV inside the Europass Video-CV? Etc...)
- Is the proposed Model **sustainable** in the long run? If not, please try to summarise the main critical aspects.
- Any other possible exploitation of the Video-CV Model in your country (e.g. in other public and/or private structures, with other target groups, in other geographical contexts)?

## HOW TO BUILD THE PEER REVIEW REPORT

Reports should provide clear recommendations about the adaptation and transfer in the country concerned, of the Video-CV Model.

Reports (both the national peer review reports and the international peer review report) will be focused on:

- **Context and conditions** for the exploitation of the Video-CV as part of the normal activities of Vocational and Employment Centres
- Specific **characteristics** that the EVA Model must have, in relation to the transfer actions
- **Organisational and technological preconditions** for the transfer and sustainability of the EVA Model (by pointing out the basic technology necessary for the recording and the data management of the Video-CV, organizational and logistical assets)
- **Protocol of use** (when, in what manner, for which users it is recommended using the Video-CV)
- **Identifying Employment Operators' training needs** (reference to the skills needed to create and manage the Video-CV).

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- **Verifying the Video-CV Model sealing** compared to the Project target groups.

In the light of what just explained, and in order to make data comparable across countries involved in the Project, please include in your Report the following sections:

4. **General description of the peer review meeting (venue, participants)**

5. **Model Assessment: Questions and hypothesis (please explain what main issues have been targeted).**

6. **Report (please provide an analysis of the main issues raised):**

**3.1. Model evaluation** (provide information about: Specific characteristics that the EVA Model must have, in relation to the transfer actions; Organisational and technological preconditions for the transfer and sustainability of the EVA Model;

**3.2. Impact of the Video-CV** on the national partners' frame organisational sustainability, its effectiveness in creating an individualised vocational guidance path and its effectiveness in helping the matching between job demand and supply; Context and conditions for the exploitation of the Video-CV as part of the normal activities of Vocational and Employment Centres; Operators' training needs.

**3.3. Effectiveness of the Video-CV** with respect to the Project target groups (Verifying the Video-CV Model sealing compared to the Project target groups); Protocol of use (when, in what manner, for which users it is recommended using the Video-CV; Specific **characteristics** that the EVA Model must have, in relation to the transfer actions

**3.4. Effectiveness with respect to the job demand and supply matching**

## CONCLUSIONS



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## ANNEX II

### “ALFA MODEL” EVALUATED IN THE PEER REVIEW MEETING

#### Video-CV Structure

#### The E.V.A. Project Model *Alfa*

This issue is leading up to the Peer Reviews Meetings and is built on the results of the partnership’s meeting in Rome and the SWOT Analysis Report.

First, we remember that the E.V.A. Project **aims at transferring the results and the model of a Video CV of a European previous Project**, “V.I.D.E.O.”, which focused its beneficiaries on over 45 people, migrants, people with disabilities, etc. **Therefore, the E.V.A. Project is oriented toward new geographical context (the countries of the partnership) and new target groups of beneficiaries.**

Furthermore, the Video CV is an innovative tool can really be effective in increasing the chances of job demand and supply matching in a modern labor market, as both SWOT Analysis Report and the meeting’s discussion has shown. Therefore, the starting model of Video CV has to be adapted in the new scenario of the E.V.A. Project.

#### 1.The E.V.A. Project target groups

In Europe, the youth unemployment is reaching impressive proportions: in particular, this crisis is hitting also the highly educated people. We can see that the **young people** and the **young highly educated people** are becoming the most fragile targets. In some European countries (as Greece, Spain and Italy) it’s coming to call “lost generations” people with skills and high education levels that cannot find a job and often work just as volunteers.

For this reason, the E.V.A. Project places the young people at the center of its action.

The criteria for choosing Project beneficiaries are:

- age,
- level of education.

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***The main E.V.A. Project targets groups***

**YOUNG HIGHLY EDUCATED PEOPLE (up to 34 years old)**

**YOUNG PEOPLE (from 18 to 24 years old)**

**About the range of young people (from 18 to 24 years old)**, there are not particular restriction about their education even if, in general, it would be better that they have a secondary school degree. Still, the partnership agreed to diversify the actions as follows:

- to focus on young people with a secondary school and advanced degree (in Greece and Italy),
- to focus on people with a secondary school degree or with no degree at all (in Spain and United Kingdom).

This choice will enable the Project to extend the beneficiaries' range and articulate/enrich its aims according the different local environments.

## **2. The starting model of Video CV**

The proposed model in the SWOT Analysis Report was built on starting the experience of the previous V.I.D.E.O. It was articulated in three sections (Who I am, What I can Do, Me in the future) that were adapted to the specificity of the new targets. In fact, the young people are lacking of a solid professional experience and/or do not have skills to show. They usually have degrees and diplomas to show or they have only formal and non-formal education and informal training.

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Therefore, the structure based on three sections was adapted for each of two target groups as follows:

**Starting Video CV Model**

**for young highly educated people (up to 34 years old)**

**Who I am** – personal data, education (providing information about the degree gained and show it, the university where s/he studied etc.), other education or training (masters, stages, etc.), experiences abroad, if existing, professional experiences with contract or without (internship, volunteer..), information about personality (virtues, defects, hobbies and so on).

**What I can do** - to show what s/he is able to do (speaking a foreign language, using software and so on), to tell her/his abilities (in case of intellectual or not practical skills). This section should provide information also about abilities acquired in informal and non-formal learning contexts.

**Me in the future** – information about user's professional aims, kind of job the applicant is looking for. It is recommendable to express how user sees her/himself in the next professional future and to mention the occupations s/he would be able to carry out.



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In this hypothesis, the second section should be the most important part of Video CV and should be longer.



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The structure above was used also for the younger people but with some changes:

### Starting Video CV Model

for young people (from 18 to 24 years old)

or young not highly educated people

**Who I am** – personal data, education (providing information about formal, informal and non-formal learning, experiences abroad if existing, professional experiences with focus on internship and volunteering, information about personality (virtues, defects, hobbies.. ).

**What I can do** - to show what s/he is able to do (language knowledge, computer skills, etc. Particular attention should be paid to skills such as, for example, innovative capacity, flexibility, adaptive capacity, search and information management...

**Me in the future** – information about user's professional aims, kind of job the applicant is looking for or s/he would be able to carry out. It is recommendable to express geographical availability and aspirations.

In this case, the second and third sections should be more important part of Video-CV, on the contrary the first section have less importance and should be shorter.

For both targets, furthermore, it was recommended the following:

- providing information about the positive correlation between the candidate's training and their professional expectations, emphasizing how important is his/her training for that job,
- emphasizing the availability to travel and stress the hours availability,
- emphasizing the foreign languages that user can speak,
- showing and prove, as possible, what user is able to do.

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### 3. The results of the partnership's meeting: a Model Alfa of Video CV

The hypothesis of the starting model of Video CV provided in SWOT Analysis Report was discussed during the partnership's meeting. In that occasion, the partners agreed with some aspects and suggested further implementations/variations.

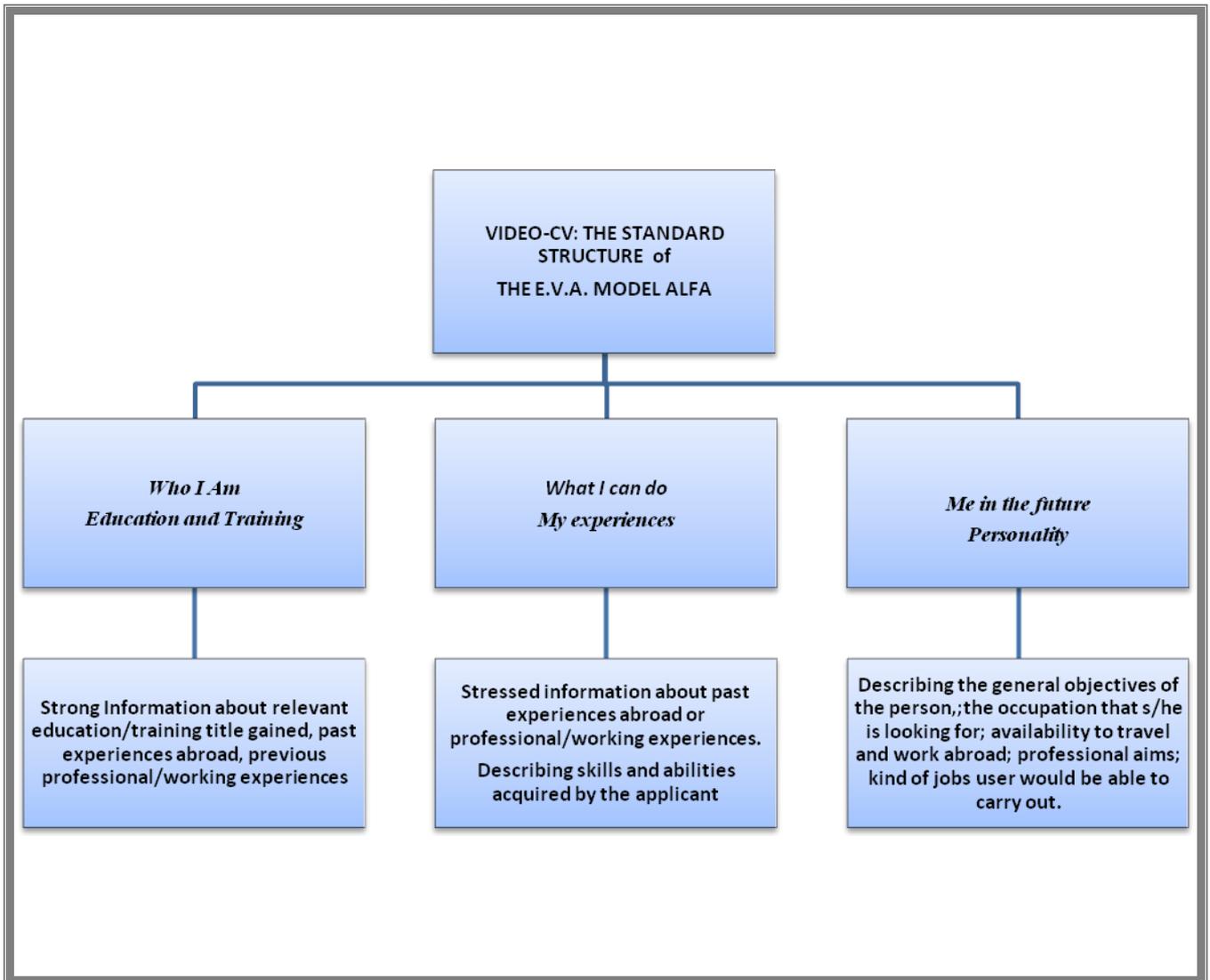
**a) The general structure.** At the light of the experience of the partners, the structure built on three sections is valid for both the target groups. It is enough flexible to be "tailored" in each participating country according to the users' need. On the other hand, it needs to remember that every Video CV is a result of a process that makes using the model possible and suitable. Along this line, some suggestions have been much more useful. They regard the contents and the importance of each section of the structure, both for the young people and young highly educated people.

**b) The variations of the starting model of Video CV for young highly educated people (up to 34 years old).** In this case, the model has to be built starting with the user's education and training, so with the most important title (degree, advanced degree) gained by him/her, as the personal data could be less important. In the same first section (Who I am), it should be stressed the most relevant title as well as the most revealing past experiences (for example, experiences abroad). This section should be like a "marketing spot", precisely because the more competences and education are high, the more difficult is to show competences gained. In every case, the **first section** of the starting model becomes **the most important part of the Video CV**.

The second and third sections remain the same. Only a remarke: the second section (What I can do/My experiences) should stress, if possible, every professional experiences and possible experiences abroad. Further, it is important that the second section is very well developed in order

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to make the third section (Me in the future/Personality) fluid and natural.



**Figure 1 – The E.V.A. Project Model Alfa of Video CV for young high educated people**

***The most important is the first section (Who I am/Education and Training): a sort of marketing spot, especially based on the educational and training career.***

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*The second section (What I can do/My experiences) stresses the information about the previous experiences abroad or professional and working experiences, besides the eventual description/demonstration of skills and abilities.*

*The third section (Me in the future/Personality) is focused on the general objectives of the user, his/her aims, his/her availability to travel and work abroad and the kind of job user would be able to carry out.*

**c) The variations of the starting model of Video CV for the young people (from 18 to 24 years old) or young not highly educated people.**

In addition, in this case, the partners' suggestions regard the contents and the importance of each section, even if the structure remains the same and the whole model is quite similar to the previous.

In particular: the first section (Who I am) does not have any changes from the starting model of Video CV. **The second section (What I can do/My experiences) is confirmed as the most important for this target** since it provides crucial information as follows:

- formal, informal and not formal learning,
- previous job experiences and also internship, volunteering experiences,
- language knowledge,
- computer skills,
- geographical available,
- aspirations,
- stressing flexibility, innovative capacity, and adaptive capacity.

The third section (Me in the future/Personality) could provide information about kind of job the user is looking for, his/her availability to travel and work abroad.

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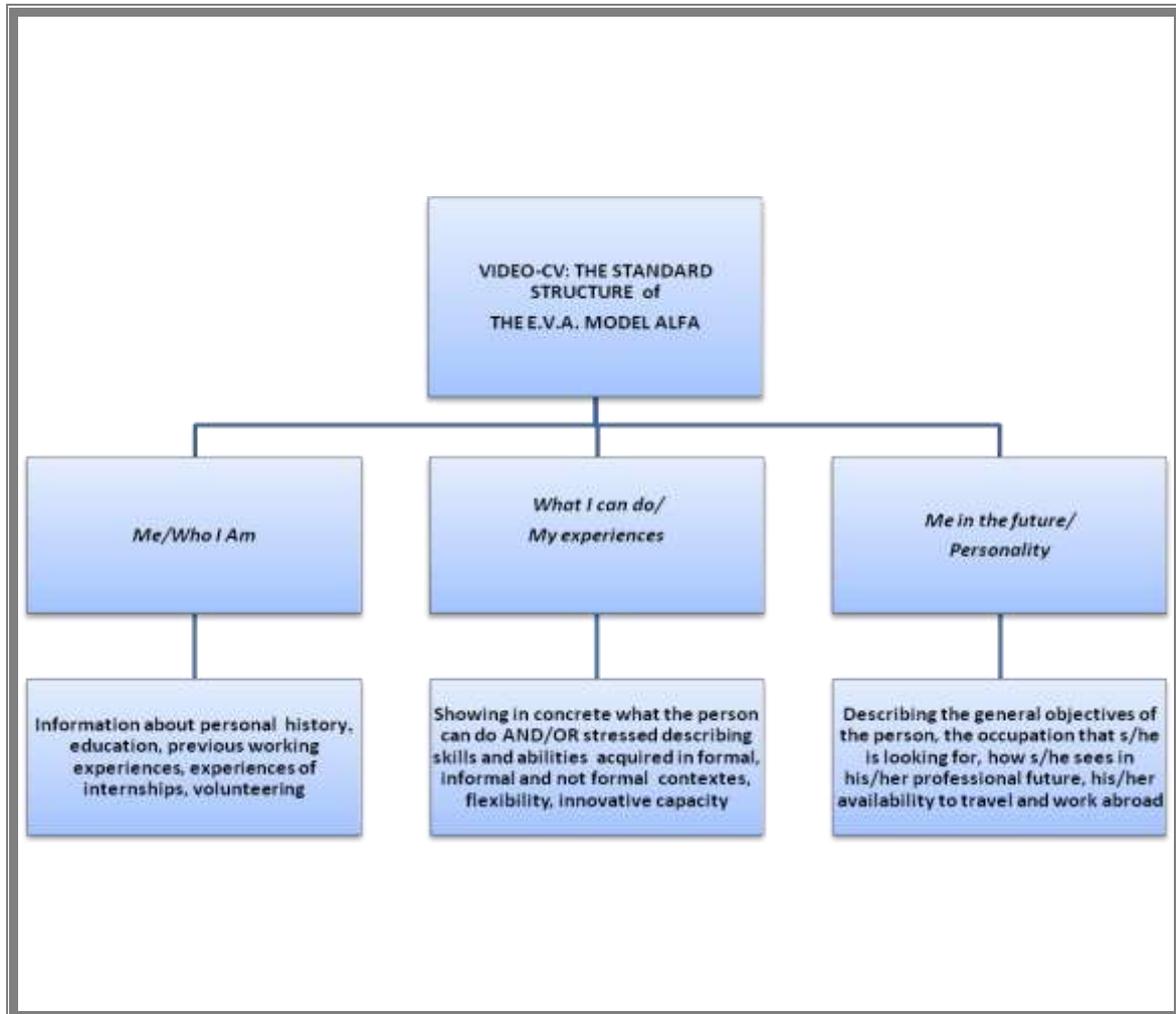


Figure 2. The E.V.A. Project Model Alfa of Video CV for young people (from 18 to 24 years old) and for young not highly educated people

*The first section (Me/Who I am) provides information about the personal history, educational level, past experiences of eventual jobs, internships, volunteering and so on. The second section (What I can do/My experiences) is the most important section for this target: besides the showing skills and abilities, it provides crucial information about competences acquired in formal, informal and not formal contexts, language knowledge, other skills (computer skills etc.) and must stress capacities like flexibility, innovative*

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**capacity, adaptive capacity, geographical available, search and management of information, aspirations.**

**The third section (Me in the future/Personality) is similar to the last sector of the Model for young highly educated people: it provides information about kind of job the user is looking for, availability to travel and work abroad, besides general and personal objectives.**

#### 4. The process of building a Video CV tool

The previous “V.I.D.E.O.” Project had shown that the Video CV can really be effective for the job seekers – even if it is not the one solution. Therefore, the Video CV is becoming as a strong tool in the labor market because it puts on the line the development of *meta-competences* in people searching for a job, as the ones necessary for a successful research, the *self-marketing* and *self-consciousness* about one’s competences, valorizing also the user’s “*hidden skills*” whether acquired in a formal or informal learning. In other words, the Video CV’s creation process, in itself, helps users in their personal empowerment.

The Video CV efficiency finds its strength in a *narrative* essay able to explain the user’s professional skills along his/her personality (ambition, aims, willing to do etc.). It is a creative process where the counselor/employment operator’s interview has to try to find **the key** for an individualized self-introduction.

**a) The guidance interview.** It is the first step of the Video CV creative process, from which the counselor/employment operator creates a relation of trust and cooperation with the applicant. Analysing attitude, motivation and capabilities of the applicant, tutor and the applicant evaluate what is the **narrative key**, what material can be included in the Video (degree, certificates, pictures etc.). It is also necessary to explain to the user the whole process of Video CV creation and to ask his/her written authorization for the on line publication of the Video CV. Since from beginning, the counselor/employment operator’s professional competences play a crucial role.

**b) The planning of contents.** The second step concerns the creation of the Video CV structure: it would be better to design a *storyboard* and to decide what items, documents or other device to be included within the sequences. It needs to make a careful choice because an effective Video CV cannot be longer than 2-5 minutes. In the same time, it is necessary to structure a set (an ideal set) in order to film the Video CV.

A preparatory session is recommended, in which the user will simulate – under the tutor’s guidance – the Video CV sequences exactly what he/she will have to do in front of the camera, until he/she feels completely safe and comfortable and with the core competences or practical skills to be shown (following the storyboard).

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**c) Recording the Video.** In this step, it needs to take care of some technical aspects:

- avoid sitting in front of a window,
- any shadows on the user's face or body,
- light colours of the background,
- avoid the background noises,
- the user is centred in the camera frame.

**d) Using the Video CV.** The last step regards the best use of the tool. It is can be uploaded on line, on a dedicated website or web platform and it can be also be transferred on a DVD/CD or in other digital instruments (tablets and so on), planning with the user he future promotion steps. The most important action, therefore, regards the relationship with the entrepreneurs that could be the main addresses.

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## ANNEX III

### PARTNER REPORTS

#### ITALY

#### INTRODUCTION

The main objective of the peer review meeting was to **evaluate the Video-CV Structure-Model proposed (“Alfa” Model. For further details, see Annex II)**, collecting feedbacks and suggestions for further adaptations of such Structure-Model, if necessary, in view of pointing out a “Beta version Model” to be transferred and experimented in all Partners’ countries.

More in detail, peer review meeting specific aims were:

#### **A. Providing a general evaluation about**

- 1) Communicative effectiveness of the Video-CV with respect to the vocational guidance path, its organisational sustainability, its effectiveness in creating an individualised vocational guidance path and its effectiveness in helping the matching between job demand and supply
- 2) Video-CV starting Model

**B. Collecting feedbacks and indications** for the adaptation of the Video-CV Model, to point out the Integrated Video-CV Model- Beta version (WP 4).

According to the mentioned aims, the peer review meeting has investigated the following topics:

- Evaluation of the Model proposed from the point of view of:
  - Structure (3 section based)
  - Actors involved in the process
  - Technological and communicational solutions chosen
  - Proposed duration
- Evaluation of specific **training needs** of the Employees working inside the Employment Centres selected (“Employment Centres Operators”)
- Suitability of the Model in relation to **the Project target groups**

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- Evaluation of the **impact of the Video-CV** as pointed out in its Model, with respect to the Project partnership and to the network of the Employment Centres in Italy
- Evaluation of the **impact of the Video-CV** as pointed out in its Model, with respect to the Project target groups in the country concerned
- Effectiveness of the Video-CV in **helping the matching between job demand and supply** in Italy
- Solutions to **better exploit the Video-CV** and any other possible exploitation of the Video-CV Model in Italy
- **Sustainability** of the Video-CV in the long run

## 7. GENERAL DESCRIPTION OF MEETING

The Italian peer review meeting took place in Rome, at the seat of Porta Futuro, on 11<sup>th</sup> of July at 16.00 p.m.

### The following people attended the meeting:

Marco Agnello (Provincia di Roma CPI Tiburtino, CPI Roma 3)

Rosanna Battilocchio (GM Minerve)

Renato Bonomo (Provincia di Roma)

Giorgia Cianfriglia (Provincia di Roma Porta Futuro)

Emma Cubeddu (Provincia di Roma Porta Futuro)

Daniela Di Roma (Provincia di Roma)

Cinzia Festa (Provincia di Roma CPI Cinecittà)

Claudia Foschi (Provincia di Roma Porta Futuro)

Mirella Lattanzi (EURO INNOVANET)

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Dario Manna (Provincia di Roma)

Silvia Martinelli (Provincia di Roma Porta Futuro)

Rita Ricci (Hotel St. George Roma)

Alessandro Rossi (Provincia di Roma Porta Futuro)

Irene Salerno (EURO INNOVANET)

Michele Simone (Provincia di Roma CPI Sapienza)

## **8. MODEL ASSESSMENT: QUESTIONS AND HYPOTHESIS**

The main questions made to participants have been the following:

### **General issues**

1. Communicational efficacy of the Video-CV Model in the frame of the Vocational Guidance and job demand and supply matching
2. Efficacy of the Video-CV Model in terms of helping a fast and not expensive demand and supply matching
3. Sustainability (from an organisational point of view) of the Video-CV Model in the frame of the Vocational Guidance path and job placing

### **Specific issues:**

1. How do you evaluate the Model (3 section-based structure, actors, technical and communicational solutions, duration)?
2. What are the specific operators' training needs?
3. Is the Model suitable for the Project target groups? Could it be further adapted?
4. How do Entrepreneurs evaluate such Model?
5. What is the best way to exploit the tool? (e.g. giving the Video-CV to the users or placing it on a dedicate web platform, etc...)
6. Are there any difficulties from Entrepreneurs' side to exploit the Video-CV tool?

## **9. REPORT**

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### 3.1. Model evaluation

This section will provide information about:

- Specific characteristics that the EVA Model must have
- Organisational and technological preconditions for the transfer and sustainability of the E.V.A. Model.

According to the opinion of peer review meeting participants, the Video-CV tool is regarded as an **innovative tool** but being mostly unknown for the Employment operators participating in the meeting (with the exception of the staff of Porta Futuro).

The tool has been evaluated positively and is regarded as a useful tool for helping job seekers to find a job.

Nevertheless, it has been mainly regarded as:

- A **complementary tool** with respect to a written CV
- A tool helping the **screening procedures**

The main issues raised were:

- **Content of the Video-CV:** It has been suggested that the Video-CV should be mainly focused on data not being already available in a written CV (possibility to see what people can do in a practical way; possibility to evaluate hidden characteristics of applicants' personality; possibility to evaluate empathy of the applicants).

According to **Entrepreneurs evaluation**, a good Video-CV should communicate passion for the position which the candidate is applying for.

Candidates must be natural in front of the camera.

It is mandatory to avoid reading a text while recording a Video-CV.

- **Choice of the right people:** A point that has been stressed was the choice of the right people for **that tool**. In fact, the Video-CV is more suitable for smart people, having not only a good presence and being able to express their personality and suitability to a complex scenario like the Italian job market is, but being also able to show, in the frame of a short Video-CV, their skills AND/OR their personality.

### 3.2. Impact of the Video-CV

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**According to peer review meeting participants, the Video-CV tool can be effective** in creating an individualised vocational guidance path (indeed, **it must be conceived as an individualised tool** – even if it has to be built following a given structure - according to the peculiarities of each applicant's personality).

It could also become a standard tool and a standard procedure to help job demand and supply matching as well as **a screening tool** (this point has been stressed both by Operators and by Entrepreneurs having participated to the meeting).

In this context, the Video-CV could become a part of the daily activities of the Employment Centres of the Rome Province.

Concerning the Employment operators' training needs, it has been stressed their necessity to gain a **specific training** allowing them to include the Video-CV tool in their Centres standard services.

Competences needed, also according to the data already collected and summarised in the SWOT analysis report, are:

7. *Technical competences in order to learn **how to Project and design** an effective Video-CV;*
8. *Competences in using a video camera;*
9. *Video editing and assembly programmes.*

A point that has been stressed by the Employment operators is the fact that preparing candidates to be filmed in view of a Video-CV, is a **time consuming procedure**: it is necessary a long time, in fact, to prepare properly an applicant to stay and speak in front of a camcorder.

### 3.3. Effectiveness of the Video-CV

**The Model proposed can be effective** with respect to the Project target groups.

Some specific **characteristics** that the EVA Model must have, in relation to the chosen targets as well as to the transfer actions, are:

- **Structure of the “Alfa Model”**: both Employment operators and Entrepreneurs agreed that the Model to be evaluated could be suitable for the E.V.A. Project target groups.

The 3 section-based structure, with sections that can be recorded separately and put together in postproduction, is highly recommended in order to make applicants appear more natural and fluent in front of the camera.

From a technical point of view, **a black backdrop** is recommended.

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- **Ideal length of a Video-CV:** the ideal length of an effective Video-CV is estimated to be of about **2 minutes (not more)**. According to Entrepreneurs' evaluation, a good Video-CV should be neither too short nor lacking in information, nor too long.

For young candidates or people not having a strong professional background, the ideal Video-CV should be **very short** and be focused on hobbies and personality.

- **For screening purposes:** a Video-CV, when exploited as a screening tool, should last **less than 1 minute** (about 40-45 minutes).

Concerning this point, it has been highlighted that the Video-CV could be a money and time saving procedure.

### 3.4. Effectiveness with respect to the job demand and supply matching

The Video-CV tool has been evaluated by both Employment operators and Entrepreneurs as a strong tool:

- **To find a job** (with regard to this, it has been suggested that it could be ideal to receive a written CV + a Video-CV of the applicants)

- **To help the screening procedures** (point of view of the Entrepreneurs). This issue is related to money and time saving opportunities, provided by the Video-CV tool)

- **To train candidates in job interviews.** It has been stressed that preparing for a Video-CV together with the Employment operators, is a very good exercise for job seekers and a training in view of a face-to-face interview.

Concerning **the best solutions to exploit a Video-CV**, the possibility to have a web-based platform where searching for Video-CVs has been strongly recommended both by Employment operators and Entrepreneurs. The necessity to have a web platform has been also indicated like an essential tool to advertise the Video-CV tool, and to exploit properly its potentials.

The ideal solution would be, according to Entrepreneurs' opinion, to receive **a link** to download applicants' Video-CVs.

## CONCLUSIONS



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The outcomes of the peer review meeting in Italy allowed validating, with little adaptations, the “Alfa Model” of the E.V.A. Project.

According to the meeting results, Video-CV must be regarded as a tool complementary to a written CV, which has to accompany the Video-CV. It has to be avoided to realise a replica of the written CV: an effective Video-CV has to give light to what cannot be expressed through a written CV.

Video-CVs can be helpful tools also for applicants who do not have a high level of education and/or do not have a strong professional experience. For such profiles, Video-CVs can help and fill the lack of competences formally acquired (that can be easily been documented).

For highly educated people, the tool can allow a better and deeper evaluation of them, in particular when the Video-CV is able to stress empathy and strong aspects of their personality.

Finally, special attention has been paid to the preparation of users and to the creation of strong links with the Enterprises, in order to create a “culture” of the Video-CV tool.



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## GREECE

### PEER REVIEW MEETING – REPORT

#### 1. GENERAL DESCRIPTION

**Venue:** in IEKEP's premises, in a classroom reformed in Π shape. Actually the peer review meeting was structured as an open discussion/ round table procedure. Refreshments and small lunch was offered to the participants.

**Main Goals:** the general scope of these peer review meeting was to spread the interest and the knowledge of an ICT tool, that can help our beneficiaries to gain employability and self- confidence.

Main objects were:

- To arouse the interest for ICT tools resolutions
- To work as a bridge between formal and new partners
- To get the first idea and primal guidance on how we will adapt Video-CV for high – level unemployed youngsters
- To disseminate the main topics and values of the Project
- To get linked with organizations/ stakeholders and persons that they will be the main “carrier” of EVA's Project implementation and evaluation
- To involve in the procedure also the direct beneficiaries from the first steps of the Project

**Participants:** When we were design this meeting, we tried to mix several categories of people, in order to achieve our main goals as described above. At this perspective, in this meeting were participated 15 persons in total:

- 4 Social Workers – well experienced in the field of guidance

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- 2 Psychologists – also well experienced in counseling
- 2 counselors specialized in vocational guidance
- 1 Mentor/ Entrepreneur who worked with target group in previous Projects (i.e. EQUAL)
- 1 Member of Board from a Counseling/ Training center
- 1 IEKEP's representative
- 4 young scientists from Humanitarian field, volunteers/ unemployed who are interested to participate as direct beneficiaries in EVA Project

According to Units/ Organizations that were presented in this meeting, we had with us as stakeholders and core partners of EVA Project:

- NOSTOS Counseling Center
- Greek Juvenile Probation Service – Ministry of Justice
- Municipality of Peristerion – Social Services
- Ergon Training NGO
- IASIS NGO – Psychosocial Services
- Counselors/ freelancers and Entrepreneurs
- IEKEP

**Time:** Peer review meeting was lasted about 2 hours and a half

**Structure:** Meeting was divided by two main parts. During the first part, previous Video CV Project was presented to all participants, and some Video-CVs already produced was presented in the circle. We had a first discussion about the experience and the usefulness of ICT tools for employability, we share the experience of creating videos, the good/ easy points but also the hard points/ issues that we faced during the previous Project implementation. Since some members were already partners in Video-CV Project, they expressed their positive and negative feelings from this procedure. Also we talked about Video CV results and we had explored some good practises of our beneficiaries. At the end all team was informed and committed to go further in our new trial, at the second part of the meeting.

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So, during the second part, an open discussion had aroused about how we can adapt the previous Video-CV concept to our new target group, including all these characteristics that they have. So the very first step was to define these characteristics: well skilled in IQ level, less skilled in EQ level, with few words.

We had analysed all parameters for the new videos, some suggestions for the counselling period that is before shooting, and also general ideas about how to spread EVA's Project info and strong points.

At the end, group has filled in a SWOT analysis for EVA procedure.

## 2. QUESTIONS AND ISSUES AROUSED

Main issues/ questions that aroused during the second part of peer review meeting were:

- a) What changes/ adaptations are needed for target group of high educated unemployed youngsters, in order to present themselves in a more efficient way?
- b) What parameters we should count for counselling procedure, in order to be more convincing for Video-CV usefulness?
- c) Which are our training needs as counsellors/ organizations?
- d) How we can connect with the real market / employers?
- e) Which ways we should use in order to spread the idea/ disseminate the ICT tool for employability?

## 3. ANSWERS/ CONCLUSIONS TO QUESTIONS

Here is the table-list with main suggestions of the group, separated for every main answer that given above:

QUESTION	SUGGESTIONS
A)	- We have to take care their EQ needs, and transform them into s video screen-shot - No need to stay too long in their qualifications, as these will proved by their

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	<p>certifications</p> <ul style="list-style-type: none"> <li>- We have to try to create more “professional” Video-CVs than the previous ones</li> <li>- Video-CVs have to present skills, to be skills-oriented than to work as a professional overview</li> <li>- We have – somehow – to adapt our beneficiaries creativity in this video</li> <li>- 3 sections of Video-CV is ok also for this target group</li> <li>- It could be useful to have some snapshots/ stills from working environment, if this is possible</li> <li>- Certification’s pictures could be useful to present inside Video-CVs</li> <li>- Every video needs a “music carpet” behind</li> <li>- There must be a repository space for these Video-CVs</li> <li>- Format of these Video-CVs has to be as much simple as possible, in order to allow easy access for those employers that aren’t so much connected with ICT. This need seems more obligatory if we think that we will try to spread this tool to some national stakeholders (i.e. OAED)</li> </ul>
B)	<ul style="list-style-type: none"> <li>- Key point here is Competences, not Knowledge. So we have to work with this, with all this hidden potential of our beneficiaries, and not staying in formal education.</li> <li>- Since this target group has – typically – more options to address in several employers, we have to take care of their needs very carefully. Maybe more editions of Video-CVs has to be prepared according to workplace situation/ if possible.</li> <li>- We should connect Video-CVs with social media: Facebook, Myspace, Linkedin. Actually these places could be our first testing places, and we can also measure the impact.</li> <li>- We need to explore some working environments, in order to propose the best options that fit into these workplaces</li> </ul>
C)	<ul style="list-style-type: none"> <li>- We need a “real” training for video shooting, not just to read a guideline</li> <li>- Some more training needed in after sales services: after creation, we have to take</li> </ul>

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	<p>care about how to sell this product and train our beneficiaries</p> <ul style="list-style-type: none"> <li>- Maybe we can arrange video shootings in specific places that could have the perfect conditions (low noise, no telephone ringing etc). So we have to prepare such places, and learn how to do this preparation</li> <li>- We need more training on how they will facilitate our beneficiaries to present themselves in a more creative/ physical way. Some of the past examples looks like a breaking news program</li> <li>- ICT support is obligatory also/ in a more professional way</li> <li>- Also a training section about how we spread Video-CV among employers could be very useful</li> </ul>
D)	<ul style="list-style-type: none"> <li>- We should take part in meetings with employers, dedicated to Video-CV presentation</li> <li>- More info/ details about their needs is needed</li> <li>- One idea could be to prepare "tailor made" Video-CVs: first need diagnosis for both (beneficiary and employer) and then video shooting.</li> <li>- In Greek reality, we need to proceed SME's, and to realise that these persons are most of the time ICT illiterate/ not that well informed. So our help is necessary during the first phase of Video-CV presentation</li> <li>- A cooperation with a big private job center could be very useful</li> </ul>
E)	<ul style="list-style-type: none"> <li>- We should involve employers in dissemination activities in a very active way</li> <li>- Every material for dissemination is very useful. Also guidelines could be dissemination material by its own</li> <li>- All final products of the Project has to have a innovative and attractive presentation/ form.</li> <li>- We have to use Social Media for dissemination. Maybe we can start with a Facebook group, open to unemployed people and employers. It could be a nice tool for matching needs</li> </ul>

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	- We can transform our services – or adapt a part of them into E-Employability with EVA procedures
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#### 4. SWOT ANALYSIS FOR EVA IMPLEMENTATION

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>- Innovative method for Greek standards</li> <li>- Time saver</li> <li>- Creativity can be shown</li> <li>- Fine way to show your E-Competences and skills</li> <li>- With your certification, and one assertive cover letter, it could be a very strong asset for employability</li> <li>- Visualization of your professional standards</li> <li>- You can transfer a very positive attitude to your employer</li> <li>- It's a kind of advertisement of yourself</li> <li>- Offers to employer possibility to take easily idea about persons</li> </ul>	<ul style="list-style-type: none"> <li>- Well preparation needed in both stages/ counselling and shooting</li> <li>- Fear of exposing my self</li> <li>- Counsellor's level of ICT and Video Shooting competences</li> <li>- How concrete must be the screen play?</li> <li>- Training seems to be more than an obligation in this Project</li> </ul>
OPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>- You can reach "clever Market" easily</li> <li>- You can present yourself in an attractive way</li> <li>- It can make you thing about yourself and your professional presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Conditions of video shooting</li> <li>- ICT illiterate employers</li> <li>- Personal characteristics – not attractive apparently will be showed</li> </ul>



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## SPAIN

### PEER REVIEW MEETING – REPORT

#### 1. GENERAL DESCRIPTION OF THE DISCUSSION GROUP MEETING

The aim is to **evaluate the structure of the proposed Video CV model**, collating the contributions and suggestions regarding the adaptation of the final Project, so that it can be transferred to and utilised in all the member countries of the Project.

A meeting was held with the selected participants with the following **Agenda**:

Discussion Group for validation of the adapted model of the Video CV

**Venue:** The OTEA Room at the Centre for Business Initiatives (CIE), Provincial Council of Granada, Avenida de Andalucía s/n, 18015 Granada.

**Date:** 2<sup>nd</sup> of July 2013

**Time:** 11.30 a.m.

#### **Participants:**

- Specialist team for the E.V.A. Project, The Provincial Council of Granada.
- Specialists from the selected Employment/Guidance Centres:
  - Alicia López Rodríguez. Provincial Head of Employment, Red Cross Granada.
  - Ruben García González. Specialist, Red Cross Granada.
  - Rafael Ortega López. Head of Training and Employment, Association of Municipalities of the Tropical Coast.
  - Irene Almendros Gómez. Specialist, Association of Municipalities of the Tropical Coast.
  - Silvia Ortiz Martínez. Specialist, Association of Municipalities of Huéscar. “Andalucía Orienta” Network:
- Representatives of the employers.
  - Beatriz Maldonado. Specialist in Employment, Chamber of Commerce.
  - Maribel Fajardo. Specialist, Confederation of Employers.

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- Invited companies.
- Individual beneficiaries.
  - Elisa Martín Vivaldi.
  - Estefanía Guirado Garrido.

**Development** of the Discussion Group:

- ✓ Stimulation and development of the Discussion Group
- ✓ Viewing of recommended videos
- ✓ Final conclusions

Commencement of the Discussion Group session, with the attendance of all the anticipated participants (except for the group of invited companies, which were unable to attend the meeting for scheduling reasons).

## 2. EVALUATION MODEL: QUESTIONS AND HYPOTHESIS

A questionnaire was produced containing 6 items (Appendix 1), with the aim of grouping together all the recommended aspects to bear in mind for the Discussion Group's research.

To stimulate the group, prior to each participant's presentation the **Phillips 6/6 technique** was used, as follows:

- ↪ The working topic of "Validation of the adapted model of the Video CV" was formulated
- ↪ Resources: questionnaire, paper and pencil and flipchart
- ↪ Two teams of five people were formed, with a heterogeneous distribution of participants so that each of the network's Employment/Guidance Centres and other participating bodies were represented.
- ↪ Each group nominated a secretary, to act as a spokesperson. The groups each had six minutes to discuss and respond to each question in order to reach a conclusion; everyone had to participate and an agreement had to be reached.
- ↪ The questions were asked, and every six minutes the coordinator called "Time", at which point the spokespersons had to come out and note down their responses.
- ↪ Sharing with the wider group, and a discussion of the contributions.
- ↪ Conclusions and evaluation of the technique.

While the session was taking place, notes were made of all the suggestions put forward by the Discussion Group.

## 3. REPORT

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### 3.1 Evaluation Model

According to the information provided by the Discussion Group, the **proposed model**, with its adaptation to the population groups selected and three-section format, meets the needs of the **groups selected**.

It was emphasised that, from the viewpoint of the employers, it is necessary to highlight the accredited training that has been undertaken and the technical skills acquired, in order to develop a **means to differentiate** between the various candidates.

With regard to the population groups, the Discussion Group suggested that while the selected groups seemed to be the most suitable for testing the adjusted model, it might also be beneficial to extend the trial to other population groups and gain experience of the difficulties that may potentially be encountered; for example, with immigrants or those over 45 years of age.

The proposed duration also seemed to be a point of consensus for the group, which considered an **approximate duration of two minutes** to be the most appropriate. A longer duration seemed excessive, as it drew the employer's attention away and onto other, less important aspects. It is important that candidates are able to summarise and highlight essential information in a short period of time, as this enables them to demonstrate other valued skills such as the capacity for analysis, or the so-called **soft skills** (emotional intelligence), which come into play when the candidate is required to communicate essential information assertively in the time provided. Technological and communication solutions: some of the Guidance Centres involved in the implementation of the Project already have basic technological resources - drawing on the experience of the Andalusian Employment Service's (SAE) Modernisation Plan, in 2009 a kit of materials was distributed that included a video camera, desktop tripod, card reader, TV connection cable, battery charger, USB cable and a clip microphone, although the centres have indicated that they have not been given specific training for the implementation of a Video CV tool.

The idea that the population groups selected should strengthen their most important qualifications was upheld; this would highlight the most relevant experience, albeit making it more difficult to demonstrate the skills acquired. In any event, this would depend on the type of profile, the requirements and the technical training. As a means of improving communication skills, it was suggested that the **first 30 seconds** should be used to **make an impact**, which would then maintain the employer's interest for the rest of the Video CV and ensure the candidate is part of the employer's thinking for any future opportunities. Doubts were raised with regards to the transferability and sustainability of the model, leading to the proposal that a network of associated centres for the Project should be developed that involves local associations, public administrations (such as local councils), etc.; with the ultimate aim of promoting a network-focused approach in

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each of the assigned centres and requesting support and collaboration from other locally based social agents in order to implement the Project.

### 3.2 Impact of the Video CV within the framework of partners' organisational sustainability

The creation process of the Video CV itself is of assistance to the beneficiaries, as it aids their personal development, develops their self-awareness, promotes reflection and personal analysis and brings to light skills that have been acquired via non-formal education. Moreover, with such an innovative tool the involvement of other professionals more closely linked to the creative process guarantees a high-quality product.

However, this is all insufficient if the product is not tailored to meet the demands of the employment market. The Discussion Group suggested that the employers should be introduced to the tool and indicate the actions required to generate need in the business community. To achieve this, they should be encouraged to define roles on the basis of the functions and tasks to be carried out, as well as the qualifications required.

The conditions for utilisation of the Video CV go beyond simply introducing employers to the tool; it is necessary to generate a need for the tool, to insist that it is publicised in

exchange for (for example) services, promotion of the employers' logos, etc. It is necessary to communicate the idea that this tool saves time and money. Ultimately, the aim is to become a benchmark for implementation of the model and for the creation of Video CVs; in other words, to create a BRAND. With regard to promotion and exploitation, it would be useful to enable incorporation of the tool into social networks, even creating a platform or a proprietary social network as a means to link to other networks.

The sustainability of the model depends on multiple factors:

- ↪ The provision of a structural network of centres established for the Project, including the availability of professional staff.
- ↪ Adaptation to new technologies and other social networks, in order to keep the tool operational.
- ↪ Permanent qualification for specialist staff in order to develop the Video CV tool.
- ↪ Use of other mechanisms to promote the tool amongst employers, such as the network of collaborating companies to be provided by the Granadaempleo II Project.
- ↪ Support of promoters or public funds to ensure longevity.

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None of this will be possible without improving the competences of the operators involved in setting up the Video-CV model. The following training will be required:

**Improved competences regarding the guidance interview**, in order to extract the necessary information (e.g. to establish the accredited competences, skills acquired through non-formal education, candidate's expectations, etc.).

**Designing the most suitable script**, taking into consideration the characteristics of the ideal scenario, which elements are to be included and how to perform a test that will help beneficiaries to overcome difficulties in expressing themselves.

Acquisition of **skills for recording and editing the Video CV**, along with the ability to obtain support from other creative professionals who have knowledge of marketing, implementation, etc.

### 3.3 Effectiveness of the Video CV in terms of the Project's target population groups

The Discussion Group considered the selection of groups to be adequate, although it felt other groups could also be introduced (such as immigrants and those aged over 45) and the model adapted to meet the specific characteristics of these groups; for example, if training relevant to the position could not be accredited, then the essential elements of the candidate's profile and their strengths could be highlighted.

During the discussion, the idea emerged of **adapting the Video CV** to the specific position, as one would do with any conventional CV. Various recordings could be made and edited differently in accordance with the profiles the candidate wishes to access.

In such cases it would be essential to begin with an analysis of the position, which would provide tailored information regarding the role.

### 3.4 Effectiveness in terms of the matching of supply and demand within employment

It was clear from the dialogue generated by the Discussion Group that, at present, a job-search tool as powerful as a Video CV would not be effective for the practice of self-candidacy. Thus, it was felt that the most suitable way to match supply with demand in employment was to generate a space such as a **platform** or another **2.0 environment**, so that the employer could access the site whenever s/he required staff and have a range of suitable candidates in Video CV format. The site could even incorporate a contact form to enable the employer to communicate directly with the candidate.

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Ultimately, it would be desirable for the employer to know where to look whenever s/he required candidates, and as such the Video CV could be used as a pre-selection tool, much like a preliminary job interview.

### Conclusions

Amongst the solutions provided by the Discussion Group the following were highlighted:

- ↪ Training for careers advisors is essential; advisors should gain specialist skills in the more technical aspects of the guidance interview in order to obtain essential information with a view to creating the Video CV. They should establish an empathy-based relationship with the beneficiary that allows them to analyse the beneficiary's attitude, motivation and capacities, which will then enable them to create the structure of the Video CV and provide support with other techniques (creative, marketing-focused or implementation).
- ↪ Promote a network of local associate centres for the Project for each of the collaborating bodies (Red Cross, The Association of Municipalities of Huéscar, The Association of Municipalities of the Tropical Coast and the Granadaempleo II Project), requesting structural support from other locally based social agents in order to facilitate the matching of supply with demand.
- ↪ Providing a platform or web site to be accessed by employers would be a more significant approach than simply delivering the tool to the beneficiaries so that they can plan their promotion or publicity.
- ↪ Introduce employers to the tool and generate a need for it, presenting it as a tool that saves time and money.
- ↪ Become a benchmark for the implementation of Video CVs, creating a brand.

Appendix 1:

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## DISCUSSION GROUP

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### QUESTIONNAIRE

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1. Effectiveness of the proposed Video CV model, in terms of:
  - ✍ Structure (the three agreed sections).
  - ✍ Agents involved in the process.
  - ✍ Technological and communication solutions chosen.
  - ✍ Proposed duration.
  - ✍ Specific training needs of the operators at the proposed employment centres.
  
2. Could the proposed model be further adapted to the requirements of the Project's population groups?
  
3. Validity (impact) of the proposed Video CV model in terms of:
  - Project partners within the network of employment centres
  - Target population groups
  
4. Effectiveness of the proposed model with regard to the matching of supply with demand in employment Could it have another impact?
  
5. The most appropriate solutions for optimising the effectiveness of the Video CV in terms of dissemination and exploitation.
  
6. Long-term sustainability of the proposed model: are there any critical areas? Suggest other potential uses of the Video CV model.

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**UNITED KINGDOM**

Enhancing Competences through the Video – CV Aid  
Manchester Peer Review Meeting

Date: Wednesday 14th August 2013, 2 – 5pm  
Venue: The meeting was held at Manchester Town Hall

Main Objective: The main objective of the peer review meeting was to brief partners regarding the Video CV project /ICT tool, establish interest and collect feedback and suggestions to inform the development of the project.

Main Objectives:

- To explain the potential of the ICT tools.
- To increase understanding of the project.
- To establish a working partnership of stakeholders to develop, implement and evaluate the project.
- To explore the use of the Video-CV.

Participants:

Participants were invited from a range of organisations to enable the project to meet its main goals as described above.

- Manchester City Council - Head of Commissioning 10 – 19
- Manchester City Council - Young People's Strategy Team Officer (10-19)
- Connexions - A service for young people that provides information, advice and guidance on employment, education and training.
- Manchester College - Head of Youth Employment and Skills
- Manchester City Council - Economic Principle Regeneration Officer representing the Economic Development Unit team who have responsibility for Work and Skills, Apprenticeship programme, Welfare Reform, Business and Enterprise across the city.
- Manchester City Council- Economic Ward Regeneration Officer who have responsibility for Work and Skills, Apprenticeship programme, Welfare Reform, Business and Enterprise across the city.

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- Peoples Referral Unit - provide for children and young people unable to attend mainstream school, often because they have been excluded. These pupils frequently show signs of experiencing social, emotional and behavioural difficulties (SEBD).
- One PLC – Technology Company
- Nornir - EVA Project Evaluators

## 1.0 The Peer Review Meeting

1.1 The first half of the Peer Review meeting considered technological possibilities for the project and the second half explored the wider benefits, barriers and questions.

## 2.0 Technology

2.1 Since the original EVA project was conceived the technological possibilities to help test and develop the project have moved on and we now have the opportunity to embrace more than just a static (formal) video camera being used to make the EVA Video CV's. To investigate this possibility we invited people from One PLC to the Peer Review Meeting who are currently deploying similar technology. The aim was to identify any possibilities that we could take on board.

2.2 The main change would be allowing young adults to produce their own CV's using mobile, tablet or ipad style technologies. This could help to engage with some young adults who are most excluded from the labour market. Also once trained to develop their own CV they would then have the skills to review and revise their CV according to their needs and circumstances. The meeting was excited about the potential to put the CV producer in the driving seat, allowing them to have control over the process and production of the CV.

2.3 The general conversation explored the possibility of developing software that would teach people (on line) how to use mobile, tablets etc to create a high quality Video CV. This would be a web based so CV's could be easily stored and shared with employers and mentors etc using a variety of platforms. There were some concerns expressed about the safety of this approach and that many of the young adults identified for the project were vulnerable. It was agreed that we would need to ensure appropriate levels of security with password access to ensure the CV's were not out in the public domain.

2.4 There was also a productive discussion about the importance of developing a meaningful process for many Young adults who are traditionally further away from the job market. Many participants felt that the value would be in the process of engagement and preparation of the CV.

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There were many good examples of employability projects already in existence that we could use to design a workshop(s) that a range of professionals (Teachers, Lecturers, Connexions PA's, Learning Mentors, Job Coaches etc) could use with a young person or adult leading up to the production of the CV. It was felt that the process of engagement needs to be empowering for the user, developing their self confidence and self belief which in turn will help them in seeking employment.

2.5 In general it was considered a good idea to use new technology to deliver this project and to put the recipient in control of the purpose. Participants were excited about increasing their own knowledge and understanding of how technology can be used effectively with young adults seeking employment. It was felt that we could get some valuable learning from the process that could be disseminated to a wide and diverse group of partners.

### 3.0 Benefits, Barriers and Questions

#### Benefits

- ✓ Opportunity to test a process and be innovative.
- ✓ Young unemployed people would benefit from pre- work coaching which would improve self perception and confidence.
- ✓ The project could be a tool to dispel myths around disability, race and sexuality.
- ✓ Technology would be a good engagement tool.
- ✓ Young people gaining access to employers.
- ✓ Opportunity to explore the motivation of young unemployed people to assist our learning.
- ✓ The importance of the process for young people not just the outcome.
- ✓ Opportunity to utilise wider partnerships and identify employers through Regeneration, Economic Development Unit, Business Networks, NAS and JCP.
- ✓ Opportunity to link to wider projects who offer coaching support:
- ✓ Dress for Success
- ✓ Proper Job
- ✓ Social Media training – clean up your profiles/dangers of sharing (Madlab/Sharp/MDDA)

#### Barriers

- ✓ Capacity of organisations to deliver.
- ✓ Engaging appropriate partners.
- ✓ How do we ensure that young unemployed people have a quality experience and are not being used as 'guinea pigs'?
- ✓ Budget and cost of technology.
- ✓ Buy in from partner organisations.

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- ✓ Concerns about safety and security.

#### Questions

- ✓ What would be the benefits /outcomes for young unemployed people?
- ✓ Additionally, will the project bring any added value to a larger programme of activity?
- ✓ Sharing on the net – why/repercussions (psychology of sharing)
- ✓ What is employer appetite for video CV's?
- ✓ Is the outcome employment or possibly volunteering/internships?

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Appendix 1

Benefits to employers

For employers, one of the major attractions of the Video-CV model was due to the potential cost savings that it could introduce when compared to traditional recruitment methods. Employers also identified several more perceived benefits:

- ✓ Asking candidates to ask specific questions in a Video-CV, bypassing some of the shortlisting process.
- ✓ Reducing the amount of time spend sifting through paper CVs when only a small number will be from adequately qualified candidates
- ✓ Helps employers short list candidates that display genuine passion for the role before shortlisting
- ✓ Employers could also use Video-CVs to narrow down a selection of candidates chosen from their paper CVs, for example when deciding who to invite to interview.
- ✓ Benefits to young people
- ✓ Increase confidence and self-esteem found through being encouraged to think about themselves in the most positive way, looking at the skills and value they can bring to an employer.
- ✓ Improved confidence from seeing the finished Video-CV and recognising the achievement that this represents.
- ✓ Improved employability through having been through some of the process that candidates would be expected to have been through in any job application. As well as having something tangible that they may be able to take away to employers, completing a Video-CV would also help young people in later stages of recruitment such a in interviews or group exercises.
- ✓ A chance to set themselves apart from the crowd using a less well known platform to promote themselves to employers. The lack of widespread use of Video-CVs means that if they are used effectively, young people could make a much greater impact on recruitment staff.
- ✓ Possible barriers for employers

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- ✓ There would be data protection issues around the storage and transfer of Video-CVs and how this can be done securely to remain in compliance with the Data Protection Act. This could be overcome if Video-CVs were uploaded to publicly accessible websites such as YouTube, but this leads to other issues regarding potential misuse of material featuring disadvantaged young people.
- ✓ The perceived cost of retraining recruitment staff and changing recruitment processes to accommodate the Video-CV format. Some employers thought it would be quicker and easier for them to use traditional written CVs to shortlist candidates rather than watching Video-CVs. This is likely to come down to personal preference.
- ✓ Restrictions on many corporate networks block access to social and high-bandwidth sites such as YouTube, Vimeo or other popular platforms for uploading video to the internet.
- ✓ Technical and infrastructure issues to do with how an organisation might process a large volume of Video-CVs and how this would link into existing recruitment practice.
- ✓ Possible barriers for employees
- ✓ The use of Video-CVs raises questions around the potential for discrimination by any number of factors including gender, race, age or disability and this is especially important when thinking about vulnerable or disadvantaged groups.
- ✓ Again, with regards to data protection, potential employees need to be secure in the knowledge that their CV will not be seen by anyone outside the recruitment staff at the organisation to which they are applying.
- ✓ Technical skill required to operate equipment or use websites necessary to produce and promote the Video-CV.
- ✓ Assumption of web access or availability in the home, something that is not guaranteed for all individuals.

#### Placement of Video-CVs on Manchester.gov.uk or other web platforms

Manchester City Council has recently invested heavily in its website. A new design has gone live recently that allows the site to be used across a variety of different platforms and devices. It is however unlikely that Video-CVs produced as part of the EVA project would be hosted on the Manchester City Council website. It is more likely that Video-CS would be uploaded onto independent websites or given directly to employers.

As discussed above, there are many web platforms available for the promotion of Video-CVs to employers. Participants in the project are ultimately able to decide to upload their Video-CV to any website of their choosing.

#### Suggestions to promote Video-CVs among stakeholders

The Video-CV Model is already being promoted in Manchester to the different stakeholders involved in the project through meetings, peer reviews, focus groups and other contacts with organisations that we feel could benefit from the project.



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Successful promotion of the Video-CV model to employers in Manchester would likely depend on the successful production of a number of Video-CVs that could be used to effectively demonstrate the concept together with a number of case studies that look at both employers and employees and the positive effects the model has had for them. It would also be helpful to trial the method in some select centres around the city.

