



SOS Project: Task: WP7: The Ballymun Job Centre

25-30LdV projects (2005-2010) with inclusion perspective

517736-LLP-1-2011-1-DK-LEONARDO-LNW

Deliverable 7.4

The SOS Project will take a lead in involving other interested partners and stakeholders in the field of developing inclusion aspects of VET, especially with a view to build on and create synergy with the experiences of other LdV/EU Projects. This effort will be undertaken in several steps:

- ✚ 25-30LdV projects (2005-2010) with a particular inclusion perspective will be analysed. Main findings will be uploaded on SOS-Portal to create a library of relevant activities.
- ✚ Of these 10 will be selected to present themselves in a mutual learning format
- ✚ An Open Space mutual learning seminar will be arranged, including poster sessions
- ✚ The 10 LdV projects will be highlighted on SOS Portal for their work with VET inclusion beyond their project period

Methodology:

In order to come up with some relevant projects for this task, we employed a number of different methodologies. The methodologies included:

- ✚ Internet searching: The Adam Website/Google/Quall and other search engines to see if we can come up with some relevant projects.
- ✚ Contact with The Irish National Agency for recommendation
- ✚ Projects that were already known to The Ballymun Job Centre.
- ✚

Between The Ballymun Job Centre and Dr Peter Plant, various searches were ran, some examples of which are:

- ✚ Mental Health, young people, training (3035 projects in total)
- ✚ Social Inclusion, young people, training (3660 projects in total)
- ✚ Methods for engaging young people, social inclusion, training (3751 projects in total)
- ✚ Learning difficulties, young people, training (3900 projects in total)
- ✚

Due to the large size of your searches, it would not have been feasible to trawl through all of them. However from looking at the projects, it does appear that the most relevant projects are appearing on the first few pages. If you skip forward to later pages, from scanning the projects and reading into them, they definitely appear less relevant. Also from completing a number of different searches with variations of the same theme wise, it appears some of the same projects are turning up (as would be expected, but good to know)

We have started to compile a list of relevant projects that we found by searching and also some that we knew of (as we were project promoter for some projects that would be of use for this task).

The following is a list of the projects we have come up with, their web addresses and brief descriptions:

Kids in the context of mental Disorders: Skill training to empower Teachers, Health Professionals and Social Workers

<http://www.adam-europe.eu/adam/project/view.htm?prj=5219>

Background: The prevalence of mental illness is constantly increasing, depression will become the 2nd largest cause of the global health burden by 2020 (WHO) with major impacts on children and families (3-11% "forgotten" children). Improving the mental health and well-being of children and young people is one of the 5 priorities set out in the EU Pact for Mental Health at the EU high level in 6/2008. "EU project CAMHEE "Child and Adolescent Mental Health in Enlarged EU" and EU Green Paper on Mental Health 2005 describes the lack and subsequent need of specific training of professionals in diverse bio-psycho-social fields, especially towards prevention of mental disorders in young people faced with established risks. Currently, systemized training is not available and professionals underestimate the impact of parental mental illness on children. However it is a source of chronic distress and increased own vulnerability with subsequent economic and social impact.

Inclusive Modules - moving young people on

<http://www.adam-europe.eu/adam/project/view.htm?prj=3800>

In the framework of the project "Inclusive Modules - Moving young people on" an E-Tool is being developed, that supports planners and practitioners within the social aid system for disadvantaged persons with their work with modules. In this process common criteria for the development, the employment and evaluation of modules are being compiled for the first time ever and can thus be considered as European quality standards.

Based on an extensive collection phase in all partner countries a common catalogue of criteria was worked out. This catalogue helps with the choice, the creation and the evaluation of modules by taking relevant dimensions into account: integration of the target group, collaboration between stakeholders, social competences, assessment and recognition of skills, organization, situated teaching and learning, continuous professional's development as well as reflection and evaluation. In all dimensions important topics are being discussed on three different levels: the system level of the education agents and decision makers, the institutional level of scheme providers in prevocational education and training and the individual level of work with the disadvantaged young people themselves. A didactical step-by-step guide support practitioners in the development of modules and leads them through the different didactical steps. Furthermore, there is a number of examples of modules in the different

Mobile Learning for the young people at risk groups

<http://www.adam-europe.eu/adam/project/view.htm?prj=7310>

This project aims to implement mobile technologies to develop foreign language skills and competencies of young people in vocational high schools. These young people do not have equal access to foreign language learning facilities as compared to students studying in private vocational high schools, therefore, they are considered as belonging to "at risk" groups. This project is both innovative and inclusive as it uses mobile technologies to teach English to these young people in "at risk" groups. The project will be realized in two stages. First, the appropriate mobile infrastructures, the content, and the methodology for mobile language

learning will be created. Then, the designed content with a built-up system will be implemented. The methodology and the content developed for mobile language learning and mobile learning infrastructures will be the major results of the project.

Guiding From School to Job – Professionalism in the Work With Young People at Risk of Social Exclusion

<http://www.adam-europe.eu/adam/project/view.htm?prj=2052>

A wide range of innovative approaches have been implemented in the EU member states in the last years to make vocational skills and employment accessible to the all young people. In all European states, the guidance systems evolve, competence profiles for guidance workers are being developed along with quality standards for their qualification. Within this process the traditional roles of all vocational pedagogues have been changing regardless to their individual function in a specific national support system – teacher, trainer, social worker, tutor. This is especially true in the work with young people at risk of social exclusion between school and job. First contact person remains the teacher or trainer. The education and further training does not consider sufficiently the teachers', trainers' and other support staff's need for guidance skills to encounter the individual needs of the young people. The project evaluates the practice of guidance actually provided by the teaching and training staff, and the practice of guidance training for this staff. In a process of needs review and exchange of experience, best practice is extracted, and quality standards are proposed for guidance training to these "informal guidance workers", which focus on

* competences and learning aims

* contents: adequate guidance methodologies, procedures, knowledge, networks

* didactic and logistic implementation in the education and training systems for different professional groups (teachers, trainers, social workers, psychologists etc.)

AVANTI - Autism and Valorised & Adequate New methods and Techniques for Inclusion

<http://www.adam-europe.eu/adam/project/view.htm?prj=4380>

Within the framework of Equal (2005-2007), two partners of the transnational cooperation 'SMART', worked out on national level different complementary models, with methods and instruments (Kairo - Kira - Learning Gateway). The developed models always focus on a specific part concerning education, training and/or work, but identify important aspects in the life course model-perspective. One red wire in methods and instruments is lacking until now. A model that's aimed at education, training and work for persons with autism, in which the different methods from a perspective of life course are linked with each other. So that teachers, trainers and coaches and other persons who give support, will work more complementarily and additionally.

Aim and sub-objectives

The aim of the AVANTI-project is to provide a contribution to the inclusion of people with a disability and to maximize the opportunities concerning lifelong learning (and working) for people with an Autistic Spectrum Disorder (ASD). This happens by the development of a tailor-made life-course model, aimed to increase social inclusion on the labour market (based on education, training and work).

The model focuses on education, at an early stage /as early as possible and on necessary support on training and finally work.

The sub-objectives of the Avanti-project:

1. Development of an inclusive model for the support of persons with ASD from education (empowerment) to work. In the model, already developed methodics and instruments are connected to foresee support with education, training-work.
2. Exchange of knowledge, methods and instruments from different countries concerning topics involving professional labour integration and lifelong learning for young adults (with the focus on people with ASD).

3. Bring together/Gathering/ Collecting as much knowledge and insights as possible about the life course model from the different partners, and their networks.
4. Make an inventory of good practice examples from education within the framework of the life course model.
 - o Feedback from national networks concerning support concerning Lifelong learning and ASD (Education-training-work).
 - o The development of a good practice in the Netherlands and Belgium: where the life course model will be tested
 - o The development of an adequate assessment and a first limited test/ tryout by a number of young people with ASD (Belgium).
 - o The development of a training for teachers and professionals.

EGUIDE

<http://www.adam-europe.eu/adam/project/view.htm?prj=3015>

eGUIDE is pilot project funded under the European Union Community Leonardo da Vinci II Programme with duration 24 months between oct 2005 and sept. 2007.

The project represents a Quality Assurance Framework and related Model of Web Based Assessments for the Guidance of Disadvantaged Job Seekers into Initial Vocational Training.

This project is based on the learning from the Leonardo da Vinci Pilot Project CHOICES (LEONARDO DA VINCI - PILOT PROJECT – No. IRL/02/B/F/PP – 119118), which aimed to pioneer the development of an Assessment Centre tailored specifically to facilitate the guidance, assessment and development needs of disadvantaged job seekers in the area of ICT. Quality guidance is essential to disadvantaged job seekers who are attempting to access VET. Members of this target group are very often unaware of their own abilities and aptitudes; furthermore they are also unaware of the options available to them in the VET system. Consequently they often end up in low paid, low income jobs with little chance of progression or training, or they find themselves on training courses for which they are unsuited. Conversely it is recognised by the members of this partnership who deal with disadvantaged job seekers, that access to a structured comprehensive guidance process leads to progress into appropriate vocational training and education both within and outside of the workplace.

If Europe is to meet the strategic objective for the European Union to become the world's most dynamic knowledge –based economy, with more and better jobs and greater social inclusion by 2010 it will be important to develop quality approaches to guidance into VET for those disadvantaged job seekers such as early school leavers, lone parents, unemployed people, disabled people, people with a record of drug abuse or criminal convictions, ethnic minorities, those with little or no educational qualifications and indeed anyone who currently finds themselves excluded from the quality jobs market.

KNOWHOW

<http://www.adam-europe.eu/adam/project/view.htm?prj=4103>

The aim of the project is to transfer the innovative qualities of the Choices project from the area of Guidance for disadvantaged job-seekers and low paid workers to the area of Education & Training for disadvantaged job-seekers, low paid workers and migrant workers with the following objective:

To empower disadvantaged job-seekers and low paid workers, (including Polish and Romanian migrant workers), in Ireland, Spain and Poland by providing them with the tools that will enable them to develop their capacity for flexible learning both in work and in training and so greatly increase their chances of successfully completing training and/or competing on the job market for employment and promotion.

The outcomes of this project will include a web based tool to enable the target group to gain insight into their own learning styles, preferences and capacities. A manual for those who work with this group, a nationally certified module at FETAC Level 3 available to participants, a research report outlining the underlying methodology and a pilot phase to confirm the validity of the tool. The tool will be translated into Polish for use with both Polish people living in Ireland and Polish people living in Poland and Germany and into Romanian for use with Romanian workers in Ireland and Germany. This will ensure that the innovative aspects of the CHOICES project are transferred not simply from the area of Guidance into the area of Learning to Learn, but that they are also transferred to a new national target group that of migrant workers.

The results of the project will impact on members of the target group by presenting them with the opportunity to develop an insight into their learning styles and preferences and by providing them with strategies for transferring this knowledge into the formal education and training arena including work based training. The results will also impact on those who work with educationally disadvantaged people in the areas of education and guidance by providing them with a tool to enable them to assist in identifying learning styles and the formulation of strategies that will exploit learning preferences. For those, in Ireland and Germany, who work with Polish and Romanian immigrants, it will provide a tool that clients can access in their own language.

Game On Extra Time – Serious Educational Games to develop Prevocational Skills in people with Learning Difficulties.

<http://www.adam-europe.eu/adam/project/view.htm?prj=4561>

Title: Game On Extra Time – Serious Educational Games to develop Prevocational Skills in people with Learning Difficulties.

Reason: The employment rate for our target group of people with learning disabilities and /or difficulties is only 26% (UK Office for National Statistics). This client group needed additional support and innovative pedagogical approaches, matched to their needs, to develop skills for work and personal development/independent living. Levels of cognitive functioning (memory, problem-solving, transfer of context) in the client group also required additional reinforcement of learning objectives and support in transferring learning from the classroom to external contexts/environments. This project therefore had aims and objectives of: - 1) Tackle the barriers to VET for people with learning difficulties and/or difficulties and sensory impairment. 2) To meet the targets for improving Pre-vocational and Key Skills Levels 3) To improve employability and encourage progression 4) By developing a curriculum of bite-sized learning

objectives delivered through engaging, innovative, interactive Serious Games on both static and mobile learning platforms in a blended learning approach to match the needs of individual learners. 5) That will overcome the difficulties this target group have in transferring learning from the classroom to working environments by serving as an at-hand tool for learning prompts and procedural reinforcement. 6) To support improvements in the quality and innovation in VET by our balanced partnership of organisations delivering state of the art, quality services and developments, cross-sectorally, to the target group to co-operatively develop a synergy to raise the capacity to provide quality and innovation in VET across Europe. The outputs of the project are: accessible, interactive Serious Games (computer games based learning) with embedded learning objectives in Personal Development and Employment Preparation, available online in a project portal; via the project website, as CDs and for mobile technologies and offline in published learning packs. Other outcomes included 1) a number of service user groups established and run to ensure that end users and trainers were involved in every stage of the project, to ensure usability, appropriateness and exploitation of project outputs. This, in itself, developed the skills of the beneficiaries involved in presentation, self advocacy, career planning, product testing, ICT and evaluation, 2) increased engagement in learning for the beneficiary group through our blended learning, non-formal and informal learning approaches, and supported progression routes towards employment, increased independence and social engagement through our informal learning groups. Impact: We have calculated, using a percentage of people reached through our valorisation strategy that the impact reached after the project lifetime will be 40,600 end users of people with learning disabilities.

Equal eLearning - Students with learning difficulties using ICT and learning on the web

<http://www.adam-europe.eu/adam/project/view.htm?prj=3333>

Equal eLearning LdV/ToI project furthers e-learning possibilities for people with special needs. The project is based on an e-learning platform called Severi. Severi has been created and developed in Finland for students with special needs and now it will be tested and further developed in European context.

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The main purpose of the project is to create and further e-learning methods for students and workers with special needs and/or learning difficulties. This way they have better possibilities to benefit from web based learning solutions and can participate the information society as equal members of it.

Professional basic qualifications for young people without any vocational qualifications

<http://www.adam-europe.eu/adam/project/view.htm?prj=840>

The most important project goals are to improve the employability of “young people without any vocational training” (JOB), to reintegrate this target group into the learning process by means of a learning medium which is tailored to their needs and to reduce the possibility of the target group dropping out of the learning process by these same means.

Summary The project targets young people without any form of vocational training, i.e. young people who possess a leaving certificate from compulsory education but have not completed any vocational education as well as young people who are in danger (e.g. due to lack of motivation, no sense of professional direction, learning difficulties or social background) of dropping out of a course of vocational training once begun. The most important project goals are to improve the employability of “young people without any vocational training” (JOB), to reintegrate this target group into the learning process by means of a learning medium which is tailored to their needs and to reduce the possibility of the target group dropping out of the learning process by these same means.

The project team, consisting of 23 partners in 6 partner countries, intends to develop a learning instrument for the target group which imparts professional organisation and communication skills.

An important objective is the reflexive analysis of potential of the participants which should take place from the beginning of the learning process (awareness of existing preferences, skills etc.) and end with the formulation of a Curriculum Vitae on completion of the learning process (evaluation of qualifications gained, strengths, skills etc.).

The most important project outcomes will be motivation, obstacles and learning requirements of the target group, the learning instrument itself and a manual to the learning programme.

LABOr : European Knowledge Centre on Vocational Training and Employment for People with Learning Disabilities

<http://www.adam-europe.eu/adam/project/view.htm?prj=449>

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The LABOr project aims at gathering information on vocational training systems and employment improving measures for people with learning disabilities and at enhancing the flow of information on this issue in the EU Member States, and beyond.

The research work on collecting knowledge and best practice consists of desktop research, field work and consultations with the various stakeholders, i.e. all those having an influence on the integration process of people with learning disabilities into employment: people with learning disabilities and their organisations, policy makers at different levels, training providers, service providers and employers.

After gathering the knowledge, advisory and awareness raising actions will be undertaken with the authorities at various levels on the employability of people with learning disabilities. Service and training providers will be supported in fine-tuning their vocational training programs for the target group.

The collected information will be gathered in a Knowledge Centre, which should become a dissemination tool for information on vocational training and employment measures for people with learning disabilities. This Knowledge Centre will consist of a website, a database and a customer helpdesk. The information offered should be easily accessible, constantly updated and contain scientific sound and clear elements to raise the awareness of policy makers.

In the long run, the LABOr project wants to raise the employability of disabled persons: the knowledge gathered should allow to promote new and/or additional measures and to adjust existing training and employment schemes for people with learning disabilities.

Quality signet for modular VET for disadvantaged young people (QualiMoVET)

<http://www.adam-europe.eu/adam/project/view.htm?prj=4308>

The high rate of unemployment among socially disadvantaged young people and the associated social disintegration remains an urgent problem in a number of EU member states. The target group's insufficient integration into training and employment systems results in young peoples' being excluded and jeopardises social cohesion in the countries. However, the causes of problems in the training and employment situation of young people who have not completed their formal education and the attendant risks need to be reconsidered in the changing demographic and economic context in the EU. For years, programmes have been developed and approaches tried, and member states have come up with a wide range of approaches, some of which are very good, aimed at integrating the target group into employment and society. For instance, modularisation approaches, or models, which take into account a validation of competences acquired outside formal education, play an important role here. Recognition of such non-formally or informally acquired competences is also discussed in the development of the European Qualification Framework and National Qualification Framework. Whereas it is already customary to apply quality standards and corresponding measuring instruments even transnationally in many formal education offers, there are still no comparable standards in the field of training of the disadvantaged.

There is a growing need for common standards and measuring tools in the process of intensification of efforts to include socially disadvantaged young people in EU programmes in the new support period in the field of transnational mobility measures. Common standards also facilitate the transfer and exchange of European good practices.

The project's objective is to find high-quality ways of improving the integration of socially disadvantaged young people as a target group into educational systems and labour markets. Failure to provide young people with vocational training opportunities means greatly restricting their participation in society and isolating them socially. Specially structured training courses, special learning programmes (forms of work-oriented learning and concepts of linking work and learning) and intensive support and individual promotion are needed to change this. Training modules, for instance, can be used as intermediate steps in a course of training, whose mastery can be an important motivational factor for young people. Certification and recognition of such modules, taking into account informal learning results within the framework of a recognised form of training, are decisive for the success of such a modular approach. The project will determine usable knowledge about quality standards of vocational training of disadvantaged young people in a number of European countries and investigate if or to what extent such standards are applied and how they can be further developed. Suitable learning orientations for disadvantaged young people in a number of countries and vocational training systems will be examined and various validation tools (e.g., methods of measuring competence, advanced training passes) will be studied and discussed. Based on these investigations, minimum standards and quality assurance tools for organising courses of education for the target group will be described. This will include an assessment of possibilities of accreditation of modularised training courses and educational institutions. The aim is to develop a European Signet of Quality for the vocational training of socially disadvantaged young people and to describe the basic features of accreditation institutions that award such a signet.

INFORM PROJECT

<http://www.inform.euproject.org/>

INFORM was a two year Leonardo da vinci II Pilot Project, which developed an assessment tool specifically aimed at assisting disadvantaged job seekers in identifying informal and non formal learning from everyday tasks. The tool looks at competencies developed during everyday learning and living that are transferable to the labour market. The tool gives a greater self awareness and self confidence to the target group by identifying the competencies that they use in the world of work. The INFORM partnership consisted of seven EU partners representing five countries including Ireland, UK, Sweden, Austria and Slovenia.

The INFORM project aims at designing, developing and testing a model which will measure non-formal and informal learning specifically developed for those accessing initial training / education / basic skills within the context of lifelong guidance. It proposes to design and develop a series of tools which will aim to measure in a transparent and credible manner non-formal and informal learning.

For many disadvantaged job seekers accessing labour market opportunities and /or initial training/education and guidance supports, it can be difficult to measure and document the competencies developed through life experience. Organisations working with this target group often have difficulties in identifying and measuring these competencies (developed informally and non-formally) and therefore are unable to build a clear picture of an individuals skills and abilities. These competencies are often transferable into the workplace, into further training and education and can influence guidance practice.

Equal Youth

<http://www.equal-youth.ie/>

The Equal Youth Development Partnership (DP) is financed by the EQUAL Community Initiative through the European Social Fund of the European Union.

The aim of the Equal Youth project is to bring together the main stakeholders in the provision of services to young early school leavers in two areas in Ireland. The DP is aiming to develop a model of interagency cooperation that will address the deficiencies in current services that discriminate against progression into training and employment for the target group. The project specifically targets those in the 16 to 24 year age bracket.

The project is operating in an urban (Ballymun) and a rural (Mayo) site and will focus on three distinct clusters of early school leavers:

- young early school leavers who are currently unattached to any services;
- young early school leavers who are attached to an agency providing education or training, and
- young early school leavers who are job ready or already in low pay/skill employment.

The Development Partnership comprises of statutory agencies and community organisations at both local and national level in order that lessons learnt at local level can be translated efficiently and effectively into national policy.

Competence Coach

<http://www.adam-europe.eu/adam/project/view.htm?prj=3761>

The issues of coaching skills in vocational education, what it means to be a competence coach, and coachee skills were at the heart of the project. The transfer of innovation "Competence Coach" produced valuable results, (training) methods, tools etc. for coaches and advisors.

The project "Competence Coach" is meant to make an important contribution to improving the quality of coaching in vocational education and the professional performance of advisors and coaches, in particular with regard to methods coaches can use for analysing their clients' competences. Special attention was paid to the target group of people at risk of social exclusion.

Both aspects were accounted for during the work on the curriculum and the training manual for the modular training course named "Competence Coach" for coaches and advisors in vocational education. They are also manifested in the results of the project.

The project is based on the LdV projects "exemplo" and "Third Age Guidance". One of the "exemplo" project partners from Germany also participated in "Competence Coach" and transferred the results of the previous project to the new target groups and their needs. The other partners are from DE, FR, IT, EL, LT, GB and CZ; the focus of their work is on career planning and counselling.

Certification in the participating partner countries is envisaged and has been realised in Germany and Lithuania so far. In all partner countries the contents of the "Competence Coach" training course were tested in practice, i.e. tools, methods etc. were trialed by coaches and advisors. The respective feedback was included in the final version of the training course.

Addressing Youth Unemployment through Soft Skills Coaching Programmes

<http://www.adam-europe.eu/adam/project/view.htm?prj=8937>

The general objectives of the project are:

- Support young people in transition from the educational system to access to employment, through the acquisition and use of knowledge, competences and qualifications that promote their personal development and their active participation into the labour market.
- Find new solution to fight against youth unemployment in Europe.
- Contribute to develop social and interpersonal competences in changing working environments.
- Improve the quality and innovation of the vocational and educational training system introducing contents for trainings based on the identification, promotion and valorisation of key social and interpersonal competences in active young adults.
- Promote the implementation of regular coaching programmes and the creation of new trainings on key competences in "soft skills" for workers.

The specific objectives of the project are:

- 1) Analyze, compare and disseminate soft competences that are necessary in order to maintain one's job position and be successfully recruited.
- 2) Undertake a diagnosis to show which social and interpersonal qualifications are most needed in enterprises and in job position, to ensure a great adaptation and success in labour market for young people.
- 3) Transfer the training products from the project "Be Competent Be Sapiens": Bsapiens Coaching

Programme and Market of Competences/Competences for Labour Market Programme”.

- 4) Develop an interactive ICT platform containing all the relevant material and information on the transferred products.
- 4) Undertake the coaching programme at local level, through a pilot experience with end users.
- 5) Develop new pedagogical competences and curriculum development skills to at least 60 VET teachers, tutors or trainers proceeding from educational, professional or human resources organizations.

Rechance

<http://www.adam-europe.eu/adam/project/view.htm?prj=5535>

In Austria and partner counties there are large numbers of unemployed young people on the brink of social exclusion and poverty. Many of these young people come from groups, who are already disadvantaged in the labour market, e.g. those with a family history of intergenerational unemployment, lower parental education, welfare dependency or from migrations/minority backgrounds. These factors can significantly impair a young person's ability to engage with the community, learning and work, thus perpetuating social and economic problems. There is a significant amount of evidence supporting the conclusion that the expectancies that parents, teachers and society bring with them regarding students' ability and achievement can impact their outcomes. Their confidence in their own ability may be damaged. In order to break the vicious circle of demotivation, social exclusion and poverty, the project aims to raise employment chances of young people based on a holistic approach: overcome personal barriers; identify and build on their strengths, develop self esteem; improve their social and interpersonal skills; build confidence in their ability to learn, and make a successful transition to independent living, education and training or work. The reference groups in young peoples' circle are also to be addressed. Partners are strongly involved and experienced with regard to the pedagogical methods and the target groups and their integration into education, the labour market and society. Due to this very aspect they are also engaged in relevant networks in their countries and will ensure involvement of social partners, job centers, and educational authorities. Main outcomes will be the transferred tools of the project SOCO-VET, a DISC assessment, a new tool with emphasis of outdoor activities as an underlying pedagogical method, seminar for parents, counsellors. Impact: providing an extra preventative education and to establish a sustainable support structure for disadvantaged adolescents and young adults and their reference circles to increase on the one hand the opportunities and possibilities for social, professional and educational integration and on the other hand to contribute to social sustainability.

Youth Employment Support

<http://www.adam-europe.eu/adam/project/view.htm?prj=2954>

In many European countries integration into the labour market of early school leavers, young people who have failed to complete vocational education and training and other groups of youth with socio-economic and/or personal disadvantages is rather difficult. Most businesses, especially SME, are very reluctant to employ and/or train such young people or give them a second chance for vocational training, as those responsible for human resources are worried that these youngsters are too "difficult" to deal with and require too much attention and time of their supervisors. Especially in rural regions part of the barrier to cope with this challenge is based on intergenerational misunderstandings. Experiences from previous partner work with young people in large scale job insertion programmes as well as other initiatives indicate that SME are more inclined to employ and/or train "difficult" young people if they receive comprehensive and intensive coaching and training support. There are already many initiatives which target young people, but there is a clear lack of support and training offered to the other side, the potential employers.

The main aim of YES was to respond to the clear need in Europe in general and the project partner countries in particular to strengthen staff managers' interaction skills with "difficult" youth, who will make up a considerable proportion of the future skilled work force.

YES has adapted, combined, and further elaborated the Leonardo da Vinci project products EurojobMediator and ADEC- Adult Educator in Company to a comprehensive youth employment support system for SME and has implemented it in different industrial sectors in seven of the eight partner countries. Thereby SME were to be convinced to employ and/or train young persons.

TRANSITION! – Assisting young people who are disabled or with special needs in their transition from school to working life

<http://www.adam-europe.eu/adam/project/view.htm?prj=3811>

Austria, as the promoting country, already provides a counselling service for young persons with a disability – called Clearing – since 2000. In the Austrian NAP Incl 2003-2005 and within the Peer Review Programme in the field of social inclusion policies (see www.peer-review-social-inclusion.net) Clearing was promoted as a good practice example throughout the European Union.

The TRAiNSITION! partnership aims at transferring the European model of good practice Clearing to our partner countries Slovakia, Hungary, Slovenia and Czech Republic. High Level Transfer Workshops and regular platform-meetings of the National Transfer Committee in each of the countries involved will guarantee for an effective transfer of knowledge & ideas.

By focussing on the important transition period, TRAiNSITION! contributes to the joint European effort of improving the labour market situation of people with a disability. Those people supporting the transition and providing the necessary counselling service – transition facilitators – have to be highly skilled to be able to cope with the different environments and challenges at the interface between school and work. However, the qualification needed to work as a transition trainer is not standardized by now, leading to a high level of discretion in the provision of the service. This situation calls for a common curriculum and joint standards of training in a now scattered field of individual and often very limited training provisions.

CHARISM - Case Management for unemployed Youth

<http://www.adam-europe.eu/adam/project/view.htm?prj=8694>

The very core of the CHARISM-project is the idea to support the enduring employability of participating youth. CHARISM aims to elaborate individual strengths of the youth and therefore give them a lasting set of tools securing their employability. Furthermore it is the explicit goal of CHARISM to create awareness amongst participating youth about their personal responsibility for their occupational advancement in terms of a basic understanding of competitiveness. Participating youth in the project will typically come from disadvantaged groups such as people with a deficit in education or cognitive or sensory learning difficulties. In activating and motivating these youth by training and supporting their soft-skills as well as individual strengths the project aims to encourage and empower participants' autonomous further education in terms of lifelong learning. The main goal of the project is to secure lasting employability of its participants by elaborating their individual strengths.

Summary In all parts of Europe two main challenges exist, which the project CHARISM intends to solve: On the one hand the extremely vulnerable situation of less educated classes, especially unemployed youth, in regard of an appropriate vocational educational training. On the other hand, although youth unemployment is very high, no common European solution and measures on how to resolve the situation were found so far. These two main challenges are reason for implementing the project CHARISM, to fight youth unemployment and trying to find a common European solution, how to get access to unemployed youth and finding strategies, how to promote the reintegration of this disadvantaged group into the labour market, based on the Case Management, which refers to EQF and ECVET. Therefore the goal is to promote the Copenhagen process and implementing a brand new innovative solution based on the methodological approach Case management which contributes to improve the ECVET as well as the EQAVET. The project idea was developed by all partners. They all have experience in European project work and are dealing with young, unemployed people.

YOMTOOL – The Youth On the Move TOOLkit

<http://www.adam-europe.eu/adam/project/view.htm?prj=8995>

YOMTOOL is a WEB tool integrating the operative documents relevant and required in a transnational VET mobility.

An integrated toolbox will contribute to a cost-effective operation of mobility:

- A. Increase the impact of VET mobility activities through an integrated WEB based working instrument
- B. ECVET principles as the recording method for obtained learning through different training pathways.
- C. Making VET more attractive through easier access to the learner's own training records, certificates and qualifications
- D. Creating a helpful tool for the process of individual guidance through access to a person's record of previous learning.

Summary Several studies underline the need for simpler operating tools for mobility actions targeting quality and contributing to a reduction of youth unemployment.

YOMTOOL addresses three different results:

1. A WEB based tool integrating the operative documents relevant and required in a transnational VET mobility.
2. Learning outcomes, certificates and qualification documents are individually described according to the ECVET principles, tracked and stored.
3. An interactive database of individually obtained learning with links to relevant documents like Journeyman Certificates, sector specific certificates and the Europass documents.

YOMTOOL is aiming at a set of interrelated objectives. An integrated toolbox will contribute to a cost-effective operation of mobility:

- A. Increase the impact of VET mobility activities through an integrated WEB based working instrument
- B. ECVET principles as the recording method for obtained learning through different training pathways.
- C. Making VET more attractive through easier access to the learner's own training records, certificates and qualifications
- D. Creating a helpful tool for the process of individual guidance through access to a person's record of previous learning.

YOMTOOL addresses three different targeted results where the integration into one general tool structure is the creative contribution:

1. Creating a cost-effective WEB based tool integrating the operative documents relevant and required in a transnational VET mobility.
2. Secure that learning outcomes, certificates and qualification documents are individually described according to the ECVET principles, tracked and stored.
3. Setting up an interactive database where the diversity of individually obtained learning can be easily exported into or attached or linked to relevant documents like Journeyman Certificates, sector specific certificates and the Europass documents.

YOMTOOL is aiming at a set of interrelated objectives, each being a separate target by themselves. An integrated toolbox will contribute to a cost-effective operation of mobility projects whereby the individual participant should be in a more profitable position during, and especially after, the finalisation of a work placement.

- A. Increase the impact of VET mobility activities through a cost-effective ICT based working instrument for all involved parties
- B. Implementing ECVET principles as the recording method for obtained learning through different training pathways, including validation of prior learning acquired through formal, non-formal or informal experiences
- C. Making VET more attractive through easier access to the learner's own training records, certificates and qualifications
- D. Creating a helpful tool for the process of individual guidance through access to a person's record of previous learning.

Equal eLearning

<http://www.adam-europe.eu/adam/project/view.htm?prj=3333>

Equal eLearning LdV/ToI project furthers e-learning possibilities for people with special needs. The project is based on an e-learning platform called Severi. Severi has been created and developed in Finland for students with special needs and now it will be tested and further developed in European context.

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The main purpose of the project is to create and further e-learning methods for students and workers with special needs and/or learning difficulties. This way they have better possibilities to benefit from web based learning solutions and can participate the information society as equal members of it.

Suggestions from Peter Plant:

Improved Future

<http://www.improvedfuture.se/>

With the enlargement of the European Union and the general global situation, people immigrate to other countries for a variety of reasons. Being an immigrant in a new country brings certain demands in order to adapt, such as learning the new language, culture and society in order to become fully integrated and independent. One of the most powerful ways to independence is employment, but for immigrants this is much harder. It is established that immigrants in Europe have a much lower participation rate in the labour force in comparison to the natives of the land they reside in.

The specific aim of the project is to assist/train individuals involved in the guidance and counselling sector and educational sector to increase their knowledge and understanding of the barriers that encumber immigrants and promote social dialogue in order to facilitate better support for immigrants.

This will be achieved by:

- a) interchange and co-operation between education and training providers in a range of European countries in order to produce high-quality and transferable materials and methods of giving vocational guidance;
- b) supporting individuals to gain and use knowledge and skills in the guidance field and consequently promote Life Long Learning;
- c) facilitation of an innovative training approach that includes European collaboration in order to improve the situation of immigrants that clearly are discriminated against, directly or indirectly.

Third Age Guidance

<http://www.adam-europe.eu/prj/3761/prj/presentation%20LdV%20project%20TAG-%20third%20age%20guidance%20at%20SGM%20in%20France.pdf>

Workplace Guidance:

www.gla.ac.uk/wg

Refugee Guidance:

www.gla.ac.uk/rg

