



SOS Project: Task: WP7: The Ballymun Job Centre

10 Final Projects (2005-2010) with inclusion perspective (D7.4)

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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:

- ✚ 25-30 LdV projects (2005-2010) with a particular inclusion perspective were chosen.
- ✚ Of these 5-6 will be selected to present themselves in a mutual learning format
- ✚ An Open Space mutual learning seminar will be arranged, including poster sessions- (This is taking place the 24th April 2013 in Brussels.
- ✚ 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

The Final 10 LdV Projects:

The following is a list of the final 10 projects, of which some will be part of the seminar on the 24th April 2013. These projects were considered to be the most relevant to the SOS Partnership, as they have similar target groups, and have the aim of including young people who may be at risk of dropping out of VET. Contained at the bottom of each project description is a case note outlining why the project is of specific interest.



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.)

Further information:

<http://www.bildungsmarkt.de/en/index.php?m=4&mi=104&mid=159>

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Why is this project of interest to the SOS Partnership?

This project is working with the same target group as The SOS: those at risk of exclusion from education or training. It is important as it recognizes the importance of the role of the teacher as they are often the first and sometimes only point of contact for the young person. Therefore they have a very important role to play in helping young people stay in training or education. It recognizes the importance of the trainer or educator having guidance skills: calling them "informal guidance workers" and seeks to distill best practice in this area.



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

Further Information:

EQUAL YOUTH INTER-AGENCY NETWORK

The BJC coordinate the EQUAL Youth interagency initiative, which brings together a number of agencies in the local area working with young people, aged 16–24yrs who are disadvantaged in the labour market. The aim is to encourage an interagency approach to assist this group to access education, training and employment, which they may not achieve should the agencies be working in isolation. The inter-agency process comprising of organisations such as Ballymun Regional Youth Resource, Probation Service, Ballymun Adult Read and Write Scheme, Ballymun Job Centre, Department of Social Protection (formally Department of Social and Family Affairs), Youthreach, Don Bosco (HSE), Community Training Centres (FÁS) and a local school.

The origin of the Equal Youth Network stems from a 2005 Equal funded pilot project managed by the BJC. The objective of the EU Equal Project was to develop a model of interagency co-operation for organisations working with young people. At the end of the pilot project in 2007 FAS (Social Inclusion Unit) provided funding to enable the continuation of core elements of the pilot identified as good practice. This enabled the BJC to continue on some elements of the work developed as part of the pilot. The interagency approach developed as part of the Equal Project is now imbedded in the day-to-day work of the guidance service for young people in the BJC and is now part of the work of practitioners for a range of different agencies in Ballymun.



As part of the Equal Youth process practitioners from the various agencies involved meet on a monthly basis to discuss clients' progression and any barriers or issues preventing progression. A comprehensive client list is discussed and if needs be, plans are put into place for these clients. This work is supported by an inter agency database where clients are profiled and their interaction with the various agencies recorded. In this way the database enables each of the agencies to follow the progress of the client and to update on progress. As part of the Equal Youth process clients sign a confidentiality agreement. There are also protocols around the management of data. The development of the relationships between the practitioners involved in the Equal Youth process has facilitated the development of a number of initiatives such as "BallyRunners", a Cannabis Initiative and Cannabis Information Workshops. These initiatives have been created as a direct result of the close working cooperation between the agencies, and collective agreement around emerging needs in the young people. The role of the staff of the BJC is to carry out the initial profile and assessment of the client, administer the database, co-ordinate and hold the monthly meetings.

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Why is this project of interest to the SOS Partnership?

This project is of interest to the SOS Partnership as it is an example of an outcomes driven interagency partnership that has the stated aim of keeping young early school leavers in training or education, or if they are not currently engaged in training or education, it can act as a fast track in.

The projects target group is similar. The partnership has been in existence since 2005 when the project commenced. The project officially ended in 2007, but the partnership was sustained and still meet monthly to further the vocational/educational needs of early school leavers and help remove any barriers they may experience.

The group have also made some specific responses to issues such as the misuse of cannabis in young people which have had a large positive impact locally.

Through running an interagency managed educational programme annually for the last years for hard to reach youths- much best practiced in the area has been distilled and developed.



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.

<http://www.bbj.info/de/kontakt/?s=jLMhW62SJ4VIYJuD>



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Why is this project of interest to the SOS Partnership?

This project has as its target group young, socially disadvantaged people from EU states. 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. The project recognizes that Failure to provide young people with vocational training opportunities means greatly restricting their participation in society and isolating them socially. The project is promoting specially structured training courses, special learning programmes (forms of work-oriented learning and concepts of linking work and learning) and intensive individual support to help young people succeed in training and education. The project is looking also at best practice for working with these young people and quality standards. The SOS project partners could learn a lot from this project.



Evalvet

<http://evalvet.eu/home>

Evalvet is coordinated by the Fondazione Giacomo Brodolini for European Commission's Lifelong Learning Programme. There are 8 partner countries: United Kingdom, Romania, Portugal, Poland, Sweden, Spain, Slovakia and Italy.

The Evalvet project aims at testing an international research model for evaluating and measuring qualitative and quantitative participation in the VET systems of the main disadvantaged groups who are at risk of social exclusion. The main aims of the project are:

Strengthen the governance of VET programmes within the national devolution process and promote effective comprehension of what partner countries are doing in the field of education and training of disadvantaged groups

Helping national and local policy makers to improve their knowledge about barriers that prevent the access of disadvantaged groups to VET

Exchange of knowledge and good practices to foster a mutual learning process to increase the effectiveness of VET initiatives.

The Evalvet project aims at testing an international research model for evaluating and measuring qualitative and quantitative participation in the VET systems of the main disadvantaged groups who are at risk of social exclusion, namely, immigrants, disabled persons, elderly workers, early school leavers and low skilled workers. The further development of VET systems to meet the needs of people or groups at risk requires a combination of targeted investments, assessment of prior learning and tailored training and learning provision.

The specific knowledge base coming from the project activities will strengthen the governance of VET programmes (initial or continuing) within the national devolution process, which requires stronger coordination efforts, and will promote an effective comprehension of what partner countries are doing in the field of education and training of disadvantaged groups. The project results are aimed at helping national and local policy makers to improve their knowledge about the barriers that prevent the access of disadvantaged groups to VET. Therefore, it should be possible to begin an effective process of innovation in the VET provisions toward the specific needs of the above-mentioned target groups that are so far outside the VET system. In particular, the exchange of knowledge and good practices is expected to foster a mutual learning process and influence the governance approaches of VET initiatives, in order to increase their effectiveness.

The project will have a comparative approach covering 8 EU countries, will collect VET GPs and will be developed in 3 parts: The Background Analysis defines the national VET systems, with specific



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references to the groups at risk of social exclusion both in IVET and CVET. It explores the links with the Lisbon-Copenhagen processes, describes the actions undertaken and reports on the consistency of VET systems with the agreed education and training priorities for these groups

Analysis of the VET systems' capacity to respond to the needs of people at risk providing an overview on VET outcomes in terms of participation rates and a comprehensive understanding of the institutional national settings of the project countries. A qualitative survey targeted to key national actors will be carried out together with an in depth analysis of the LFS microdata.

Effectiveness analysis of VET systems in terms of employment and social inclusion outcomes. 2 national field surveys will be conducted in the 8 partner countries (adopting CATI) on two samples of entrepreneurs and potential and current end users. Effectiveness is measured by VET systems' capacity to be attractive to learners and companies. Attractiveness is the capacity of VET systems to: Realise a better match between companies' and individuals' competence needs and learning supply; Motivate individuals for competence development. Policy makers at all levels will be given the chance to improve their understanding of what has to be done in order to bring the VET programmes in line with the specific employment and social needs of the disadvantaged groups, in particular within the current framework of economic slowdown, outflows of migrant workers, social challenges.

The Final Conference of this project took place in Brussels in December 2012, and has some very interesting and relevant themes.

Project Promoter:

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Why is this project of interest to the SOS Partnership?

The EVALVET project aims at testing an international research model for evaluating and measuring qualitative and quantitative participation in the VET systems of the main disadvantaged groups who are at risk of social exclusion. It is of interest as the target group is the same and it is a comprehensive quality driven response to looking at the effectiveness of VET for excluded groups. The project also promotes knowledge exchange and best practice in a mutual learning format. This is highly relevant to the work of SOS. The project is also looking at influencing at a national policy level.



Preventing Dropout

<https://www.preventingdropout.com>

Background

Too many young people do not get a youth education or they drop out of the one they have chosen. It is a European problem but also a problem for Denmark and Sweden. In Denmark about 18 percent do not get such an education and in Sweden the number is higher. The projects aim is get more young people to get a youth education – in Denmark there is a political goal saying that in 2015 95 percent of a youth generation must have at least one youth education.

Preventing Dropout

We are interested in how to make the youth education schools a better place to be – in order to attract the youth – and to motivate them to stay and get an exam. It is an Oresund project and the participants are youth schools in Malmö and in the capital region of Denmark. There are 7 Danish schools and 5 Swedish. There are about 100 participants. The project began in November 2011 and ends in November 2014. We get financial support from the EU (Interreg IV A) and The Capital Region of Denmark. Our budget is 15.5 million Danish kroner.

The project consists of 5 networks:

- students well-being
- guidance or counseling of the future
- inclusion in lessons, teaching and education
- linguistic development
- leadership

In the networks we have two sorts of groups – a competence group and a research group. In the competence group we have dedicated teachers working with themes that cover that particular network. In the research circle teachers work together with a researcher educated in that field. The idea is to qualify the questions and answers and maybe get new ideas to solve the problems identified. It is important to emphasize that the researcher and the teachers are equal. In the network of guidance the participants are either counselors or teachers and counselors at the same time.



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Students well-being is about the climate in the classroom, conflicts, teachers leadership, health, lonely students just to mention some of the themes.

Guidance is about counseling – both between basic school and the youth school but also counseling of the students in the youth schools and further on.

Inclusion can be about a specific group of young people with difficulties Aspergers Syndrome for instance. But it is also the idea that people are different and therefore have different methods to learn. So how do the teachers make lessons that consider all their students and the needs they have?

Linguistic development is an important theme. The schools in this project have a huge amount of students speaking a foreign language. They are not familiar with Danish or Swedish and have difficulties following a lesson not to mention a whole day at school with its own school language. Their difficulties make it hard for them to learn new technical language and to follow their class.

Leadership is the network of the decision makers (headmasters). It is very important to focus on how to rule and implement a project like this.

It is a big project with lots of smaller projects under each network. We have projects about energizers and brain breaks in lessons, a project about how to educate students to be mentors for their classmates. In other projects teachers tries to find new ways of developing the student's linguistic competences.

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Why is this project of interest to the SOS Partnership?

This project is of interest to SOS as its primary focus is on attracting young people to education or training, and once they are there keeping them there until they have completed a final exam. This project seeks to make training and education institutes "better places" for young people to be in. The project also emphasizes equality between student and teacher, inclusion for all students and is interested in student well being. Student well-being is about the climate in the classroom, how best to deal with inevitable conflicts, teacher's leadership, health, how to include students that may struggle to fit in- just to mention some of the themes.



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 and Purpose:

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.

In terms of prevention KIDS`STRENGTHS transfers available EU training knowledge (Lets talk about children, Fostering Resilience) and tools (e.g. online resource pools like www.precious.at) into different bio-psycho-social sectors and countries (AT; DE; ES; FI, HU, PT; SK; TR and EN) and also offers peer-oriented online-skill training and a platform for children themselves to express their worries and find support.

Outcomes:

1) Specific training material focused on the needs of children in the context of mental vulnerability

- How to address the issue of own vulnerability and needs of the children talking to parents
- The impact of a mental illness on children
- The importance of adequate information for children
- Fostering resilience in "forgotten" children

2) tailor made training modules for professionals in the field of

- Social work
- Early Childhood Intervention
- Pre-school
- School
- Health



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- Psychosocial Services working with vulnerable families
- 3) Easy accessibility of training materials by
 - diverse language variants (DE; FI, PT, ES, TR, SK, EN, HU)
 - an online portal and online resource pool
- 4) Clinical online assessment of relevant resilience processes (resilience map)

<http://www.strong-kids.eu/index.php?menupos=0>

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Why is this project of interest to the SOS Partnership?

This project is of interest to The SOS Partnership as it recognizes that prevalence of mental ill health in young people, and that currently in Europe systematized training is not available for professionals working with young people. This project aims to empower teachers health professionals and social workers working with young people. The target group is of interest to the SOS Project: young people who are vulnerable to being excluded. The project outcomes are: systemaised training modules and some online tools for use with young people. Both the training and online modules are easily accessible in an online portal and are available in several different languages.



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 in 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.



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- 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.

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Why is this project of interest to the SOS Partnership?

This project is important to the SOS Partnership as its primary focus is on addressing youth unemployment through knowledge, competences and qualifications and easing the transition between education or training and successful labor market participation for young people across Europe.

One of the main specific aims of the project which is of interest is the development of new pedagogical competences and curriculum skills to VET teachers, tutors or trainers proceeding from educational, professional or human resources organizations.

Another project objective of interest is the develop of an interactive ICT platform containing all the relevant material and information on the transferred products



CHARISM - Case Management for unemployed Youth

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

The 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.

The goal of CHARISM is to strengthen the individual skills of unemployed youth so that they can find a lasting and fit job. The young people should be motivated and guided in a way that allows them to be in charge of their personal development. They should not be inhibited by their weaknesses but know about their potential and already existing strengths. Through that success in life and work will be achieved. CHARISM will support the youth in reaching these goals and show them that they are able to influence their own (professional) future.

The general framework of the project is based on the Copenhagen Process (CP), especially on EQF, ECVET and EQAVET. One key product will be the "CHARISM-passport" based on ECVET, to improve the transparency and recognition of non-formal competences and individually elaborated soft-skills.



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The project CHARISM is funded by the European Union and is started in Austria, Germany, Spain, Slovenia and Greece. It is part of the EU educational program for vocational training "Leonardo Da Vinci".

http://www.charism.eu/go/project_charism?l=eng

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Why is this project of interest to the SOS Partnership?

The core objective of the CHARISM project is promoting sustainable employment in disadvantaged youths and creating awareness amongst participating youth of their personal responsibility for occupational advancement in terms of a basic understanding of competitiveness. The target group is similar to SOS in that some of them are from disadvantaged backgrounds, some may have limited educational experience and some may have learning difficulties. The project uses a case management model to develop career potential in the young people. This is done through nurturing individual strengths, teaching the acquisition of soft skills, thereby resulting in the improved employability and social integration of young people.



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>

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 needs 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.

<http://www.learninggame.org/#>

The main objective of the Learning Game project is to promote the application of innovative strategies and solutions to education, making an effective use of videogames as teaching and learning tools.



Final 10 LdV Projects with inclusion perspective.

S.O.S.
PROJECT

The Learning Game Portal contains 3 databases where users can search for:

- **eLearning** based teaching materials, focusing on the main subject areas taught in European secondary schools
- **Videogames** which have been evaluated and reviewed for their educational potential by European secondary school teachers
- **Softwares** that can be used to produce innovative e-learning based educational material and videogames with an educational purpose

The Learning Game portal also provide access to:

- Tutorials, organized into Software Tutorials on the use of software for the development of e-learning material and educational videogames. Courses Tutorials providing guidelines for the development of the educational videogames that are contained in the Pilot Courses section of this portal
- Training Manual addressed to teachers on the application of multimedia solutions to education and on the development of videogames for educational purposes.
- Teacher Workshops section, presenting the activities carried out during the parallel workshop held in the partners countries on the topic of the application of videogames to education.
- Pilot courses developed by the secondary school teachers involved in the project. These pilot courses try to exploit the potential of multimedia and videogame technology for educational purposes.

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Why is this project of interest to the SOS Partnership?

The target group for this project are people with learning disabilities and /or difficulties. These young people have a very high unemployment rate and require additional supports and approaches in order to become employed and live independently. The project is also of importance as it is trying to lessen barriers to VET for the target group and encourage employability and progression through the use of engaging innovative gaming. Personal Development and Employment Preparation are available online through the project portal- These materials could be relevant to the one stop shop in the SOS project.

Also of interest in this project are: The training manuals, tutorials, teachers workshops and pilot courses.

