

# Twenty factors for successful inclusion pathways - analysis and examples

produced by the

Transnational Partnership Strategies for Inclusion –  
coordinated approaches for quality employment



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**Transnational Partnership  
Strategies for Inclusion – coordinated approaches  
for quality employment**

*Handbook 2*

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Suggestions and recommendations for  
policy and decision makers, practitioners  
and researchers

## Transnational partners

AMECOOP, Women Association of Cooperative Managers, Madrid/Spain  
Ballymun Job Centre Ltd., Dublin/Ireland  
Dundee City Council, Dundee/Scotland/UK  
Mainstreaming Agenda, Palermo/Italy  
Rehabilitation Foundation, Helsinki/Finland  
National Employment Foundation (OFA), Budapest/Hungary  
INTEGRA Association, Plovdiv/Bulgaria  
Vitamine W, Antwerp/Belgium  
Vocational Training Measures Company (GFBM e.V.), Berlin/Germany

## National partners in Norway

Akershus University College, Faculty of Social Education  
Association of Vocational Rehabilitation Enterprises  
Oslo Municipality, District Grünerløkka, The Job-Centre  
Norwegian Federation of Organisations of Disabled People  
The Directorate of Labour  
The Directorate for Health and Social Affairs

## Coordinator

Work Research Institute, Oslo/Norway

## Evaluator

Knowledge Centre for Vocational Training & Labour Market, Nijmegen/The Netherlands

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*Edited by:* Bettina Uhrig, Work Research Institute, Oslo/Norway  
*Co-editors:* Michael J Evans, Dundee City Council, Dundee/Scotland  
Kees Meijer, The Netherlands, Knowledge Centre  
for Vocational Training & Labour Market,  
Nijmegen/The Netherlands

*English revision:* Jennifer Williams, Dublin City University, Dublin/Ireland

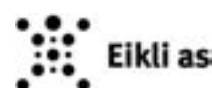
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## Preface

The transnational partnership **Strategies for Inclusion - coordinated approaches for quality employment** exchanges, evaluates and disseminates successful pathways to obtain and keep a job.

We are aware of the fact that employment alone cannot prevent poverty: 15% of all inhabitants in the old EU Member States are facing the risk of poverty, a quarter of the 15% are in employment.<sup>1</sup> For people who are unemployed, the risk of poverty is even higher: 38% of the unemployed in the old Member States and 35% in the new Member States are facing poverty.<sup>2</sup> Therefore the partners agreed that social inclusion is a multi-level and multi-faceted concept with a strong link to employment.

This leads to the main issue of the partnership: to analyse and develop successful methods, effective structures and quality standards that will deliver good practice of coordinated approaches for achieving paid employment (incl. self-employment) for vulnerable groups. The different backgrounds of the partners have led to a wider definition of the concept of quality employment. It covers paid employment as well as self-employment and full-time as well as part-time employment.

The partnership is working with different target groups: immigrants, long-term unemployed, potential drop-outs, prisoners, early school leavers without formal qualifications, women with low incomes and people with disabilities and health problems.

After Phase I (December 2002 - August 2003), the partnership published a Handbook, which describes good practice examples from seven countries and the policy background for the partnership. For Phase II (December 2003 - November 2005) five new partners from different countries joined the partnership and contributed their good practice examples.

At the end of the first year of Phase II and after intensive exchange the partnership can contribute to regional, national and European discussions with the publishing of its second Handbook. The Handbook is based on practical experience: all transnational partners met in October 2004 in Oslo and produced their case studies, which are part of the Handbook. It also consists of information about the partnership and describes different ways and important factors to organise and implement successful pathways for inclusion, which are illustrated through case studies and good practice examples. All the chapters illustrate the opinion of the authors and show the diversity of the partnership.

We invite the reader to explore this “treasure-trove” of knowledge and experience, and we look forward to comments on and questions about our partnership and this Handbook.

Bettina Uhrig, Project Leader and Coordinator for Strategies for Inclusion  
Work Research Institute, Oslo, Norway  
Email: [bettina.uhrig@afi-wri.no](mailto:bettina.uhrig@afi-wri.no)

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<sup>1</sup> European Commission, Directorate-General for Employment and Social Affairs, Report of the High Level Group on the future of social policy in an enlarged European Union (Brussels, May 2004), page 59.

<sup>2</sup> Commission of the European Communities, Commission staff working paper, Social Inclusion in the new Member States - A synthesis of the Joint Memoranda on Social Inclusion (Brussels, 22.06.2004), page 12.

# 1. The partnership **Strategies for Inclusion - coordinated approaches for quality employment and its involvement in the Open Method of Coordination**

*Bettina Uhrig, Work Research Institute, Oslo, Norway  
(bettina.uhrig@afi-wri.no)*

In March 2000 the European Council agreed upon a new strategic goal of sustained economic growth, more and better jobs and greater social cohesion, known as the “Lisbon Strategy”. As a method to achieve this goal the Member States adapted the Open Method of Coordination (OMC). Focussing on social inclusion, this method covers a series of activities:

- Social Protection Committee
- Common Objectives on poverty and social exclusion
- National Action Plans against poverty and social exclusion, also known as National Action Plans for social inclusion (NAPs/incl)
- Joint Memoranda on Social Inclusion
- Joint Reports on Social Inclusion and regular monitoring, evaluation and peer review
- Common Indicators to provide a means of monitoring progress and comparing good practice
- Community Action Programme to encourage co-operation between Member States to combat social exclusion, called Social Exclusion Programme (SEP)
- Studies and non-governmental Expert Reports on National Action Plans

Within the Social Exclusion Programme a Transnational Exchange Programme was established. The partnership **Strategies for Inclusion – coordinated approaches for quality employment** is one of the 31 partnerships belonging to this Transnational Exchange Programme, which aims to support the exchange of learning and good practice drawn on the experience of different partners.<sup>3</sup>

As part of the SEP, **Strategies for Inclusion** is a small brick in the Open Method of Coordination (OMC) and works with elements from the OMC. Examples for these links are the Common Objectives on poverty and social exclusion, which are:

- “
- to facilitate participation in employment and access by all to the resources, rights, goods and services;
  - to prevent the risks of exclusion;
  - to help the most vulnerable;
  - to mobilise all relevant bodies;”<sup>4</sup>

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<sup>3</sup> Short summaries of the partnerships are available on the following website: [http://europa.eu.int/comm/employment\\_social/soc-prot/soc-incl/tep\\_en.htm](http://europa.eu.int/comm/employment_social/soc-prot/soc-incl/tep_en.htm)

<sup>4</sup> Council of the European Union, The Social Protection Committee, Fight against poverty and social exclusion: common objectives for the second round of National Action Plans - Endorsement (Brussels, 25.11.2002).



These objectives are highlighted again in the latest “Joint Report on Social Inclusion” of March 2004<sup>5</sup>. They are the common ground for the tasks of our partnership:

- to analyse good practice examples and describe their relevance for inclusion pathways;
- to identify transferable elements in the good practice examples;
- to describe factors for the success of coordinated approaches to employment;
- to link these outcomes to regional, national and European policies and programmes and the Open Method of Coordination (OMC).

**Strategies for Inclusion** consists of ten organisations from ten different countries, an evaluator and a Norwegian network with seven partners. The partnership benefits from the diversity of the organisations, which are Non Governmental Organisations (NGOs), public authorities, research institutes, training and social partner organisations.<sup>6</sup>

The partnership is making good progress with the tasks described above. The coordinator of the partnership has been invited to present **Strategies for Inclusion** and its findings at several international conferences and in a workshop at the “Third European Round Table on Poverty and Social Exclusion” in October 2004 in Rotterdam/The Netherlands. The “tailor-made approach”, which the partners see as one main factor for success, was highlighted at the final session of the Round Table:

“It pays to invest in people who are at a great distance to the labour market. In a greying society, we need everyone who is capable of working...Work is the best remedy for poverty. It is therefore essential that the EU provides tailor-made solutions for vulnerable groups that lead them towards employment opportunities...”<sup>7</sup>

The partnership is not only working on the European level, we also link our discussions to national activities and programmes. We organise workshops and conferences in several countries, where partners are located and involve local and national actors in our discussions. For the further development of “coordinated approaches” it is important to include more stakeholders from different types of organisations: from NGOs, public administrations, social partners, training and research institutes and the media.

The involvement of the different stakeholders and at the same time the policy- and practice- oriented view creates an innovative exchange, which is the background for this Handbook. The partnership offers models and success factors for inclusion pathways, which will be further discussed in the future and will hopefully find its way into policies and programmes.

We would like to highlight the importance of highly motivated and engaged partners, a structured, continuous coordination and the formative evaluation. All these can only be realised over a longer period by a stable partnership with professional coordination.

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<sup>5</sup> Council of the European Union, Joint report by the Commission and the Council on social inclusion (Brussels, 05.03.2004).

<sup>6</sup> In chapter 9 of this Handbook you find a list of all partners and their websites.

<sup>7</sup> Conclusions EU-Conference Poverty and Social Inclusion in Europe: EU needs everyone who can work, <http://internationalezaken.szw.nl>, Dutch EU Presidency, Presidency meetings, October 2004.

## 2. Employment intervention process – an example of an inclusion pathway

*Michael J Evans, Employment Disability Unit, Department of Personnel,  
Dundee City Council, Dundee, Scotland  
(mike.evans@dundeecity.gov.uk)*

The ten partners in the partnership all implement inclusion pathways. They differ from each other in the kinds of activities which are included. For a 16-year-old school dropout, without qualifications, a self-esteem rebuilding programme and a training programme are highly relevant activities. For well-qualified women, who want to set up their own firm as a way out of unemployment, an enterprise-training course may be necessary. The pathways differ in length. Some take a few months, others might be as long as a few years.

The partners, however, have identified a series of common stages in all these pathways. These are:

- An intake phase, in which the client is identified and encouraged, or referred, to the pathway organisation;
- An assessment phase, in which the skills, needs and interests of the client are identified;
- An employment-finding phase, in which either a job is found in the open labour market, with or without support, or a job is created;
- A support phase in which, for a shorter or longer period, support is offered to the employer, the (new) employee or the newly set up firm.

The transnational partners have identified several models of good practice as regards such an inclusion pathway (see chapter 8). One of them is presented below. This approach is developed and implemented by the Employment Disability Unit of the city of Dundee, Scotland. It is specifically designed to support disabled people who are disadvantaged in the labour market but who have sufficient vocational skills to secure employment.<sup>8</sup>

The stages of the Dundee employment intervention model are as follows:

Stage 1	Pathways to Job Readiness
Stage 2	Vocational Profile / Assessment
Stage 3	Job Search / Job Finding
Stage 4	Employer Engagement
Stage 5	On/Off-the-Job Support

Within each of the 5 stages there may be a wide variety of activities; some will be unique to the individual or individual client group, other activities may be more general and could apply across all disadvantaged and disengaged groups.

The main activities and components of each of the five stages are described below. These activities will vary from person to person depending on the person's disability and their personal, domestic and health situation. It is aimed at persons who are motivated to find and keep a job.

<sup>8</sup> Good practice examples related to this 5-stage process are documented in Handbook 1 published after Phase I by the partnership Strategies for Inclusion, available through: [www.afi-wri.no](http://www.afi-wri.no), go to headline "prosjekter", then "EU projects", then Strategies for Inclusion.

## **Stage 1**

### **Pathways to Job Readiness**

The activities in this process are designed to help the client prepare for work and may be performed by the Inclusion organisation or perhaps a partner organisation. The activities in this stage must be relevant, person-centred and part of an agreed action plan that will ultimately lead to the individual accessing the open labour market. The activities must be designed to assist the individual prepare for employment and make informed choices regarding their future.

This stage should help clients to address a range of issues that may act as barriers to employment including:

- Motivation
- Concentration
- Independent travelling
- Personal presentation
- Interpersonal skills
- Time management
- Confidence and self-esteem

It is also helpful if the client has structure and routine in their life, and activities in this stage must be designed towards securing and maintaining employment.

Not all disadvantaged people may benefit from this stage especially if they have successfully held a job or have reasonable social skills and are motivated to work. It is also important that the timescale of such activities is kept to an absolute minimum.

## **Stage 2**

### **Vocational Profile /Assessment**

The activities in this stage provide us with detailed insight into aspects of the individual's skills, abilities, strengths and weaknesses whilst also assessing the employment-related issues and support needs. The profile will identify a range of work related issues such as:

- Domestic situation
- Health issues
- Medication
- Welfare benefits
- Previous work/training history
- Education and qualifications
- Strengths and weaknesses
- Transport/travel
- Support (required and availability)
- Skills
- Job preferences
- Job Tasters
- Work Experience Placement

The duration of this stage of the Dundee model will always vary but would normally be expected to range from 2 – 6 weeks (excluding any Job Tasters/Work Experience Placements). The Employment Support Worker, who works in partnership with the individual and their carers/families, if appropriate, should complete the profile. A person-centred approach must be adopted.

Stages 1 and 2 are highly inter-linked. When a pathway consists of a series of building blocks (e.g. rebuilding self esteem, school-based vocational training combined with language training, apprenticeship course, job search), the completion of each block is followed by a new assessment in order to update the client's profile. Step-by-step the final aim, employment in the open labour market, will be achieved.

### **Stage 3**

#### **Job Search / Job Finding**

There is no one best way to job search, and a successful organisation will consider a range of methods that would best suit the needs of the individual.

The ownership of the job-finding process must rest with the individual and it is the responsibility of the organisation to ensure that the individual is given the fullest of advice to make an informed choice.

There are a number of methods, formal and informal, that can be used to identify a suitable job or employer including:

- Job advertisements through newspapers, job centres and internet
- Sending CVs and speculative letters to potential employers
- Making telephone and cold calling enquiries to employers
- Developing Work Experience Placements and Job Tasters with employers

For those individuals who are unable to undertake their own job search the organisation should use information contained in the vocational profile, updated on the basis of the skills and knowledge acquired through the various building blocks, to draw together an idea of the best job match for the individual. This will be based on:

- Duties of the job
- Culture of the workplace
- Support systems within the workplace
- Individual's ultimate employment goals
- Days and times of work
- Support systems outside the workplace
- Travel implications
- Previous work experience and skills

## **Stage 4**

### **Employer Engagement**

The activities in this stage will depend on what format the engagement or meeting with the employer takes. For the purposes of this process, there is an assumption that a representative from the organisation and probably the job seeker will meet with the employer. This stage will determine what is potentially on offer from the employer.

Potential areas to be discussed will include:

- Skills/experience required by employer
- Hours of work (or Job Taster/Work Experience Placement)
- Terms and conditions of employment
- Workplace culture
- Support required by job seeker
- Support available from organisation
- Support available from employer/co-workers
- Issues around disclosure
- Awareness training for employer and co-workers
- Health and Safety requirements
- Availability of funding and support through Government Programmes
- Guidance and advice to employers regarding their legal obligations/responsibilities.

## **Stage 5**

### **On/Off-the-Job Support**

The levels, amount and forms of support to be provided will depend on the individual service user and their employment situation. A package of support measures should be made available and would include the following:

#### On-the-Job Support

- Guidance and assistance with social skills
- Identifying a mentor/co-worker
- Determining workplace culture
- Supporting client to adapt to the workplace
- Providing support to employer and work colleagues
- Identifying workplace custom and practice

#### Off-the-Job Support

- Solving practical problems (transport, work dress etc)
- Discussing interpersonal work relationships
- Assisting with welfare benefits bureaucracy
- Maintaining liaison with Healthcare/Social Work professionals
- Listening and advising regarding issues raised by service user

The above is not exhaustive but illustrates the various activities that may be required within each stage of the process. In other projects more and/or different activities will be necessary, e.g. language training for long-term unemployed immigrants. The model is flexible and complements the activities of social inclusion. Moreover it is likely that many activities and components of this model are transferable to different client groups as well as transferable to other EU countries.

### 3. Inclusion Pathways: What makes them successful?

*Kees Meijer, Knowledge Centre for Vocational Training & Labour Market, Nijmegen, The Netherlands  
(k.meijer@kenniscentrum-ba.nl)*

#### **Introduction – the question**

In the preceding section of this Handbook an overview is presented of the main stages of a pathway to quality employment. These stages are based on the joint experiences in the projects taking part in the partnership Strategies for Inclusion. Each project is implementing a successful pathway and is working with a different target group. Each is placed in a different socio-economic setting and the projects are carried out in different countries.

Within the partnership, issues relating to the quality and the success of the various inclusion pathways were discussed. What have our pathways in common? Which facets contribute to the effectiveness of the various models? What makes them work? In summary:

**What are the factors which contribute to the success  
of pathways to quality employment?**

#### **The success factors – the process to identify them**

To answer this question all partners in the partnership were invited to discuss and list the aspects, which contribute to the success of these roads to employment. Twelve projects, from seven countries, completed the questionnaire (see Table 1).

These projects together cover a wide range of countries and conditions. The projects have different target groups: from disadvantaged young people in Budapest, to unemployed people with a disability in Dundee, to women seeking to re-enter the labour market in Amsterdam, to long-term unemployed in Naples.

Altogether the partners mentioned just over 100 factors for success. Individual projects listed between five and sixteen factors for success.

At their partnership meeting in Oslo in October 2004 the partners reviewed the provisional results of the analysis. Outcomes of the discussions are included in this text, which documents the results from the questionnaire and provides case studies and good practice examples.

Table 1. The projects which delivered “factors for success”:

Projects		target groups
Belgium	Learn & Work Centre	groups at risk
Belgium	Local Work Shops	unemployed
Finland	MAJAKKA-BEACON	unemployed immigrants with health/social problems
Finland	TUTKA	persons with mental health and/or other problems
Hungary	KID	young people at risk
Italy	GESIP	long term unemployed
Netherlands	Inclusion Pathways	long term unemployed
Netherlands	FLEXIS	unemployed, mainly women
Norway	Grünerløkka Job Centre	social welfare clients
Norway	New Start in Working Life (2 versions)	ex-convicts
Norway	Supported Employment	unemployed persons with disabilities
Scotland	Employment Disability Unit	unemployed adults with disabilities

### The success factors – 4 main groups

Close analyses of all the information provided by the partner projects demonstrate that the success of inclusion pathways depends on an interaction between a whole series of factors. They can, however, be divided into four main groups:

*Group 1 – Factors for success on the personal level*

*Group 2 – Factors for success on the organisational level*

*Group 3 – Factors for success on the policy level*

*Group 4 – Factors for success on the pathway level*

These groups can be regarded as concentric circles around a client. Each widening circle gives a different perspective on the inclusion process.

In the first circle, the focus is on the client. It contains the factors relevant on the personal level. All these factors are directly related to the inclusion process as experienced by a participant. The factors in this group are closely linked to the stages in the model, outlined in chapter 2. These factors can be regarded as advice on how best to structure an inclusion pathway.

In the second circle or group, the focus is on the organisations involved in offering inclusion pathways. It contains the factors relevant on the organisational level. These factors have a bearing on the conditions the organisations must create in order to be able to implement successful pathways.

In the third group, the focus is on the socio-economic context in which the organisations responsible for inclusion pathways are working. It contains the factors relevant on the policy level. These factors influence the way in which organisations, and their pathways, can function.

In addition to these three circles, which are directly linked to the success of pathways, a fourth one was identified. It is somewhat different in nature, as it deals with maintaining the quality of pathways. Partners indicate that it is very important to ensure that pathways are constantly evaluated in order to maximise their effectiveness.

#### *Group 1 – Factors for success on the personal level*

##### **On the personal level, a successful inclusion pathway**

- focuses on the client's needs, interests, opportunities and motivation
- has a well-structured, step by step process and offers additional support measures
- involves the client actively in the planning
- covers individualised guidance and counselling
- includes individualised vocational / enterprise training
- insures that the client has an income
- includes a job offer / guarantee
- offers long-term follow-up support

On the personal level, the keyword for success is a **tailor-made and person-centred approach**.

All partners agreed that, to be effective, inclusion pathways have to be built around each client's needs, interests, opportunities and motivation. Starting points for the planning of a customised inclusion route must be the client's individual circumstances and opportunities. Therefore in the intake phase, the client's needs, wishes, motivation, capacities, competencies and social coping skills must be assessed. At the same time the family situation must be taken into account.

Based on the outcomes of the intake assessment (i.e. the client's profile), a tailor-made, step-by-step pathway has to be set up. There are a wide variety of building blocks to do so, e.g.

- social / personal skills development programme;
- language training (in particular for non-national clients);
- social activation activities;
- (pre-) vocational training;
- enterprise training;
- rehabilitation course;
- job-finding skills training;
- job-taster placements;
- work-experience placements;
- voluntary work;
- apprenticeship-type training;
- supported employment / sheltered employment;
- employment on the open labour market.

Additional support, aimed at the family, can include health services, debt arrangements, childcare facilities, housing support, etc.

To be successful it is very important to foster the client's commitment to the programme. Commitment means that both the client and the counsellor have clearly defined responsibilities and that their ways of working are based on a common understanding. This can be achieved through voluntary participation and giving the client an active role in the guidance and counselling stage. As part of this process it was found to be helpful to provide the participant with a map giving an overview of all available types of support and services. Often clients have no idea of what is available and/or what their entitlements are.



It is very important that throughout the inclusion pathway the client is supported by one counsellor / job coach / tutor / who enables the participant to make informed choices within the pathway. Projects have shown that people in a vulnerable position need long-term individually tailored support that is based on a jointly drawn-up employment and service plan. Projects also indicate that it takes time to establish trust between the client and the job coach.

Experience underlines the importance of providing customised training, i.e. training which directly builds on the client's current capacities and competencies. Doing so provides an enormous boost to the client's motivation to finish the training.

Often a client has to earn an income to support his or her family. Successful pathways make sure that the client's activities are financially rewarded in an appropriate way. Experience has shown that a job offer or job guarantee upon finishing a pathway is a very powerful incentive.

The last factor on the personal level is the provision of long-term follow-up support. Clients feel more secure and employers are more willing to employ a participant when some form of longer-term support is provided. A project needs to develop a circle of support around the client and the employer to minimise the chances of failure. (See stages 3 to 5 of the model outlined in chapter 2).

The duration of a pathway differs enormously between clients. For some a few months will be sufficient, for others it can take much longer. A good monitoring system to assess a client's progress and, when necessary, to adapt the pathway to new circumstances is therefore required.

**Examples of tailor-made and person-centred approaches, illustrating one or more of the success factors described above, are presented in chapter 4:**

Example	Title and key words illustrating factor(s) of success
4.1.	<i>Discover your own needs – a case study from Belgium</i> Young Turkish woman: individualised counselling and training leading to part-time work on the open labour market
4.2.	<i>Commitment of the client – individual guidance in Belgium</i> Single mother: individual guidance, training, work-experience placement leading to work / training contract
4.3.	<i>Guiding to self-employment – a case study from Finland</i> Middle-aged man, ex-substance abuser: rebuilding self confidence, a realistic plan and business start support leading to a one-person firm
4.4.	<i>A new start through self-employment – a case from Bulgaria</i> Three friends who focus on their interests and opportunities generate an income
4.5.	<i>How leisure time activities became tools for employment – a case study from Hungary</i> School drop-outs: rebuilding self-esteem, self-confidence and social skills motivates clients to take part in training again
4.6.	<i>Supporting a person with disabilities – a case from Norway</i> Long-term support for a person with a disability: the provision of a functional assistant leading to full-time employment

## Group 2 – Factors for success on the organisational level

**On the organisational level, a successful inclusion pathway***(Model)*

- implements a one-stop approach
- offers immediate access

*(Staff)*

- is provided by high quality, motivated staff
- is based on good communication between all staff involved
- works with case managers and job coaches

*(Agencies)*

- focuses on close cooperation between relevant authorities and organisations
- is based on a written – regularly revised – agreement
- provides a clear remit and autonomy to the core team

On the organisational level, the keyword for success is partnership.

Many of those seeking to re-enter the labour market may face multiple problems including:

- no qualifications, learning difficulties, reading and writing difficulties, language problems, lack of motivation, homelessness, substance abuse, health problems, lifestyle issues, long- term unemployment and debts;

and needs:

- guidance, training, housing, psychological support and work experience.

Therefore, no single organisation is capable of responding to these multiple needs and problems. Cooperation between stakeholders is a growing necessity. Only a multi-disciplinary team will have all the knowledge about working life and about the pathways to it.

The second group of factors for success focuses on ways in which organisations can best offer and deliver their services. Within this group, three subgroups of factors can be identified.

**Model.** Where and when agencies work together it is very important that clients deal with one ‘counter’ only. Cooperating partners should agree on a one-stop approach. Often clients get lost in the jungle of provisions, agencies and services – assuming that they are willing to enter this jungle at all. Very successful is the combination of the one-stop approach with immediate access to a pathway. Where there is a waiting time there is a great danger that the client loses energy and motivation.

**Staff.** The quality of a pathway is directly linked to the quality of the staff who prepare and implement it. Partners underline the enormous importance of the role of staff within inclusion pathways. If, and only if, the staff are dedicated, flexible, professional, enthusiastic, motivated and qualified for the multiple tasks, can pathways be successful. Pathways mean more intensive and closer co-operation with employers. This requires new skills of the staff. It requires an expansion of expertise into business life and other domains outside the social and healthcare sector.

Specific attention therefore must be paid to the staff selection process, as they are the ones who have to reach out to the clients and meet them ‘at the counter.’ Counselling and guidance of clients in highly disadvantaged life situations require genuine interest and sincere efforts on the part of e.g. a job coach in order to be able to respond to the individual needs of each client.

To maintain a high level of professionalism on the part of the staff, effective organisations offer both pre- and in-service training options. These training courses aim both at enhancing the knowledge and skills of the staff and at informing staff from different organisations about each other's aims and work procedures.

Such insight into each other's approaches and procedures is necessary, as staff with different backgrounds is jointly responsible for pathways. Close cooperation between members of staff is vital, if staff are to develop and share similar core values as regards the way clients are to be approached and supported. Such cooperation helps teams come to a clear division of tasks in implementing pathways. In some projects case managers look for employment openings on the labour market, while in others job coaches support clients.

**Agencies.** As stated above, partnership between organisations is necessary for inclusion pathways. Developing mutual respect, or even equality, between partners, who often have competed with each other in the past, takes time. This applies in particular for cooperation between statutory (often large and often state) organisations and (often small and private) NGOs. Successful cooperation between such agencies depends on open communication channels and decision-making procedures, which are clear to all.

Effective partnerships work with written and regularly updated agreements, in which tasks, responsibilities, exchange of information and case handling procedures are well defined. Such agreements must provide a clear remit and a degree of autonomy to the core team setting up the inclusion pathways. Such a team must have some freedom in implementing individual pathways.

Examples of tailor-made approaches, illustrating one or more of the success factors described above are presented in chapter 5:

Example	Title and key words illustrating factor(s) of success
5.1.	<i>Learn &amp; Work Centres concentrate on quality and motivated staff – experiences in Belgium</i> Good contacts between all members of staff: joint development of a Handbook for the assessment phase, common in-service training for staff
5.2.	<i>Staff should fit the clients – an example from Germany</i> High quality staff: the need to employ staff who understand clients' and employers' needs
5.3.	<i>What qualifications does a job coach need? – A story from Norway</i> Staff and qualifications
5.4.	<i>Supporting empowerment – coaching in Finland</i> Case managers and job coaches: the values of the division of tasks and specialisation
5.5.	<i>Cooperation among NGOs and public authorities – the development of the KID programme in Hungary</i> Cooperation among different stakeholders
5.6.	<i>A practical example of inter-agency cooperation – a case from Ireland</i> Agreements between agencies: protocols outlining the various responsibilities and tasks

### Group 3 – Factors for success on the policy level

<p><b>On the policy level, a successful inclusion pathway</b></p> <ul style="list-style-type: none"> <li>• has clear, longer-term, financing arrangements</li> <li>• is linked to stakeholders: employers and other decision makers</li> <li>• is linked to local and national policies</li> </ul>
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On the policy level, the keyword for success is **long-term, stable support**.

This third group of factors provides the framework in which organisations, which implement pathways, have to operate.

It takes time to build up partnership structures and the expertise to be able to provide effective inclusion pathways to employment. This fact alone makes it necessary to have clear, longer-term financing arrangements for such approaches. These conditions are not easy to realise and in difficult economic circumstances the number of people in need of a pathway grows, while usually the funds available for them decrease. In a number of cases, however, support was maintained, as projects were able to demonstrate that through the pathway approach money was used more effectively.

Political interest in and support for disadvantaged groups in society is a basic condition for successful inclusion pathways. Projects underline the need to establish and maintain close links with stakeholders. One of the most important group of stakeholders are the employers. Inclusion pathways lead to the labour market. Therefore building up and maintaining good contacts with employers is a fundamental pre-requisite for success. In addition, politicians and decision-makers at all levels must be informed about the effects and requirements of the pathway model and be involved in them, e.g. as a member of a monitoring committee. The organisations' management and politicians must be aware of the short- and long-term results.

**Examples of tailor-made approaches, illustrating one or more of the success factors described above are presented in chapter 6:**

Example	Title and key words illustrating factor(s) of success
6.1.	<i>Cooperation with employers – three case studies from Finland</i> Involving stakeholders: building up strong contacts with employers
6.2.	<i>Cooperation with politicians for job creation and business development – a story from Italy</i> Convincing politicians

#### Group 4 – Factors for success on the pathway level

##### To maintain a successful pathway

- ensure that the inclusion model is constantly adapted

On this level the keyword for success is **adaptability**.

Pathways can only remain successful when they constantly respond to changes in their environment, when they take into account changes in client groups and needs, in guidance and counselling procedures, in work procedures, in policies.

Partners organise conferences and discussions with monitoring committees to ensure that their work reflects high quality standards. Projects also carry out evaluation studies and introduce Total Quality Methods. As part of these evaluation activities particular attention must be paid to the extent to which pathways are achieving their overall aim: bringing people in or back to the labour market.

**The case presented in chapter 7 illustrates the need for applying a quality control system to assess the degree to which an inclusion pathway is bringing people back into some form of employment.**

Example	Title and illustrating factor(s) of success
7.1.	<i>What if everybody is happy but nothing happens? – A comment from Norway</i> Is the pathway achieving its aims? The need for a monitoring system

## In conclusion

The full list of factors for the success of inclusion pathways is provided in Table 2. It clearly demonstrates the fact that the degree of success of an inclusion pathway is the outcome of a complex interplay between factors at all levels. A change in an income policy can be instrumental in convincing a client to enrol. A change in the age limit for a specific benefit can lead to participants dropping out. The introduction of a one-stop approach will increase the number of participants; the loss of a partner in the inclusion network will decrease the number, as a form of specific support can no longer be provided.

Table 2. Inclusion pathways, the list of 20 success factors:

### **On the personal level, a successful inclusion pathway**

- focuses on the client's needs, interests, opportunities and motivation
- has a well-structured, step-by-step process and offers additional support measures
- involves the client actively in the planning
- covers individualised guidance and counselling
- includes individualised vocational / enterprise training
- insures that the client has an income
- includes a job offer / guarantee
- offers long-term follow-up support

### **On the organisational level, a successful inclusion pathway**

#### *(Model)*

- implements a one-stop approach
- offers immediate access

#### *(Staff)*

- is provided by high quality, motivated staff
- is based on good communication between all staff involved
- works with case managers and job coaches

#### *(Agencies)*

- focuses on close cooperation between relevant authorities and organisations
- is based on a written, regularly revised agreement
- provides a clear remit and autonomy to the core team

### **On the policy level, a successful inclusion pathway**

- has clear, longer-term financing arrangements
- is linked to stakeholders: employers and other decision makers
- is linked to local and national policies

### **To maintain a successful pathway**

- ensure that the inclusion model is constantly adapted

*The five most important key factors*

Even though all factors are relevant, we would like to highlight the five most important factors for success as identified from the list of twenty by the partners in the partnership.

In preparing and implementing policies and practices on inclusion pathways all stakeholders and decision-makers should consider:

**On the personal level, a successful inclusion pathway**

- has a well-structured, step by step process and offers additional support measures
- includes individualised guidance and counselling
- offers long-term follow-up support

**and on the organisational level a successful inclusion pathway**

- is provided by high quality, motivated staff
- focuses on close cooperation between relevant authorities and organisations

## **4. Factors for success on the personal level: Examples of tailor-made and person-centred approaches**

Several partner organisations, belonging to **Strategies for Inclusion**, are involved in direct work with the clients. The following examples are based on their experience and the experience of their local/national partners.

- 4.1. Discover your own needs – a case study from Belgium**  
*Myriam Koning, Vitamine W, Antwerp, Belgium*
  
- 4.2. Commitment of the client – individual guidance in Belgium**  
*Marieke Genard, Vitamine W, Antwerp, Belgium*
  
- 4.3. Guiding to self-employment – a case study from Finland**  
*Sari Harju, Rehabilitation Foundation, Helsinki, Finland*
  
- 4.4. A new start through self-employment – a case from Bulgaria**  
*Aneta Moyanova, INTEGRA Association, Plovdiv, Bulgaria*
  
- 4.5. How leisure time activities became tools for employment – a case study from Hungary**  
*Zsuzsanna Csujá, CSAT Association for labour market joining of people from disadvantaged backgrounds, Debrecen, Hungary*
  
- 4.6. Supporting a person with disabilities – a case from Norway**  
*Steinar Widding, Work Research Institute, Oslo, Norway*

#### 4.1. Discover your own needs – a case study from Belgium

Myriam Koning, Vitamine W, Antwerp, Belgium  
(Myriam.koning@vitamine-w.be)

Hacer is a 23-year-old woman, born in Belgium and from a Turkish background. She came to our organisation<sup>9</sup> a month before her temporary contract was due to end and she had questions about the future: what to do after this job?

At the first appointment she told us about her job. She was working at the reception desk in one of the district offices of the City Council. It was her job to send people to the right desk or answer people's questions and answer the phone. She loved the job: the social contact, the fact that she was rewarded for the things she did and that she learned new things. It was her first job. Unfortunately it was only a 1-year contract.

At school she studied commercial/secretarial subjects until she was 17 years old. She didn't like school, she was not good at some subjects such as letter writing; she felt that the only thing she was really good at was something like the job she did. When her parents told her that a diploma was not necessary for a girl, she didn't argue, she said.

At that same first talk she hinted that she was not sure if she 'could' work in the future. She was not able to explain herself at that time so we agreed to talk further at the next appointment, the following week.

At the second appointment we did not sit at a desk but in our meeting room, which is an enclosed space where it might feel safer to talk than in the open-plan general office where there is less privacy. Hacer started talking about her family. She explained that her parents who both have serious health problems expected her, as the oldest girl, to stay at home to take care of them when her job came to an end. In response to my question whether she had asked them or just assumed that they had that opinion, she replied that she was sure they did. She added that she would really like to work because she would go crazy if she stayed at home. On top of that, her parents wanted her to get married (they had already made some suggestions; she could refuse but she felt the pressure). She asked if we could help her prepare to talk with her parents about her desire to work. Together we worked out some arguments based on a compromise, i.e. that she would work part-time. That way she would have enough time to help her parents out (she would not let them down) and have a job. We marshalled arguments such as: "I would have more energy to work at home if I can also do things like that". There were also harder arguments such as: "If I don't look for a job myself, the national agency might call me and oblige me to apply for full-time jobs I might not like".

Apart from talking to her parents about working, she also promised to think about her skills and abilities. We drew up a form where she could write down the things she was good at in the first column. In the second column she was to write down things she liked doing, in order of preference. That way we would get to know her better and Hacer herself would maybe discover more positive things about herself. She could then use those points, for example, in a job interview.

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<sup>9</sup> Werkwijzer is a project of Vitamine W, an NGO. People come in voluntarily and accept that voluntarily does include active co-operation in the pathway to work. Individual guidance and counselling via a well structured, step-by-step process is the basis of the way we work.



At our next appointment she came in all smiling as her parents agreed to the part-time job. She really struggled to fill in the form, but with the start she made herself, we were able to complete it together. The experience of taking care of her parents at home might be used as an advantage when applying to work at the reception of a home for elderly people.

We drew up a plan: 'where' Hacer is now and where she wants to go to and what needs to be done in between to arrive at that goal.

To expand her opportunities with a view to the labour market (previously she had done reception work without administration tasks and with minimal use of a computer) we looked for a short course to update her computer skills. The feedback from the computer course was useful for planning possible further courses, if Hacer wanted.

After a lot of searching, practising job interviews and finding out which funding mechanism could be of interest to an employer, Hacer found a job. She works part-time at the reception of an institute for handicapped children. The employer was happy with another person who was recruited via our organisation and at least wanted to talk to Hacer, even though there was no vacancy at that time. A month after the end of her computer course she was able to start a maternity cover contract for 1 year. Both the employer and Hacer know they can count on follow up support in the future...

#### 4.2. Commitment of the client – individual guidance in Belgium

Marieke Genard, Vitamine W, Antwerp, Belgium  
(Marieke.Genard@vitamine-w.be)

Nancy was a 39-year-old single mother of a 15-year-old son who has ADHD<sup>10</sup>. She came to Fokus (Job reorientation for individual employees) at a very distressing period in her life.

After leaving school early she had started to work as a home help (mainly cleaning) and did the job for 15 years. She had to go to sick people and families in difficulties. Since she had a tendency to depression, the work became too much for her and she was on sick leave for five years.

As a baby she had sustained serious burns (particularly to her face) and this made life very hard for her. Recently she found professional help for people with scars from burns and this finally helped her to deal with her situation. Just before she came to Fokus she needed to go back to her work for financial reasons. On returning to her job she got fired. She seemed very helpless when she arrived in Fokus.

For the first time in her life she was unemployed and she did not know what it all meant. The first advice she got was to apply for unemployment benefit. As her dismissal seemed legally rather dubious, Fokus advised her to check it out with the trade union since they deal with the legal issues. In fact, a number of aspects of her case were irregular and the union is dealing with these.

Nancy found it hard to be unemployed but also saw it as an opportunity to give her life a new direction. Fokus was there to advise her, although she had to take the first steps herself to get organised. Very soon it became clear that her interests lay in the area of office work, though she had no experience at all and had never worked with a computer.

In order to get an idea of what was involved she started with a short course in basic ICT. She was very enthusiastic about the course and wanted more of it.

Fokus advised her to go to a vocational training centre (Learn & Work Centre) and to learn office work. Since her choice was very clear there was no need for further assessment and orientation. She was very happy to be accepted for a course of 4 months in office administration. Since she was aware of her own difficulties with foreign languages, she thought commercial office work will not be for her. In the course she wanted to specialise in computer work and administration. The course is organised in a very practical way. It includes spelling, writing, different computer programmes, job application training, and telephone skills. The Learn & Work Centre has good contacts with employers and was able to find her a placement. The employer was very happy with Nancy's commitment and offered her a contract after she finished the course and the placement.

Nancy was really surprised how fast it all went; she had never thought she would become so computer-literate and get a job in an office. Going back to studying after so many years was hard and took a lot out of her, but her commitment was what made her successful. She said: "If I had known this earlier, I need not have 'lost' 5 years in sick leave."

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<sup>10</sup> ADHD = Attention-Deficit/Hyperactivity Disorder

### **4.3. Guiding to self-employment – a case study from Finland**

*Sari Harju, Rehabilitation Foundation, Helsinki, Finland  
(sari.harju@kuntoutussaatio.fi)*

This is the story of a 53-year-old man who had alcohol problems and for that reason he lost his job. He suffers from depression and is long-term unemployed. He has had experience of working in an IT-company for almost 30 years. His hobby is photography.

The starting point was a bit difficult because the client wanted so much at the same time and he was quite demanding without showing any commitment to the process. What he wanted was a ready-made solution. To win the client's confidence it was best to engage the client in discussions to develop a relationship and to jointly agree an action plan. We both signed the service contract to show our commitment to the whole process. We divided up the work and we decided on those aspects, which would be handled by the client and those which would be handled by the job coach. In that way we were able to develop a realistic plan and set goals for our work together. During the process it was accepted that the client was the leader and that certain responsibilities were in his hands. The job coach was not allowed to take over the client's responsibilities.

Together, the client and the job coach developed the support and coaching plan. The client was very determined that he wanted to become a self-employed photographer. The support plan entailed many discussions about the reality of the market because in Finland it is not easy to find employment opportunities in that area. Competition is extremely tough and to succeed you have to specialise or offer something very unique. The coaching plan meant in this case determining whether the client had sufficient training and/or what other supports needed to be put in place to help him get started, and of course we had to consider the client's resources. Depression had led to mental instability and we tried to find extra support to stabilise his mental health as much as possible. The client also had some housing problems but we were able to resolve these very quickly.

We moved on to the next stage and we began to look for employment opportunities. We engaged the services of a job finder. He began to look for employment opportunities together with the client, although the economic climate was unfavourable. The client was interested in jazz and he attended many jazz festivals and managed to sell media articles with photos to jazz magazines and to Swedish-language magazines. (The client's native language is Swedish and he also speaks fluent English.) He succeeded in getting a press card, which led to more opportunities to work.

The most recent news is that he has obtained a contract with the National Board of Antiquities and Historical Monuments. It is providing work for up to 18 months.

In this case self-employment suits very well because the client would find it very difficult to adjust to working for someone else. In general, starting a business of their own can be a good solution for people with mental health problems because they can choose their working hours according to their needs and resources. For many employers it is difficult to keep a worker who comes one day but maybe not the next.

#### **4.4. A new start through self-employment – a case from Bulgaria**

*Aneta Moyanova, INTEGRA Association, Plovdiv, Bulgaria  
(moyanova@netbg.com)*

The late 1990s saw Bulgaria emerge from a deep economic crisis, marked by hyperinflation, the restructuring of the economy, a privatisation process and a large amount of unemployment.

Bob, Nick and Kris were three young economists – each with a good career in different sectors: financial services, industrial management, consultancy and project management. Being friends and colleagues they often discussed the changing situation, their prospects and everyday life. “We have experience, ideas, knowledge – it seems we are in a good position to do more than our current jobs entail. Let’s explore the possibilities”.

There were several possibilities to realise such an idea. “Most of the unemployed people now are unemployed because of different reasons: after restructuring well-educated people could have a chance to start their own business; others might need training; for some all they need is information to ensure success; most will need to be trained to deal with the changed economic situation”: these were some of their starting points.

They established an organisation to initiate, implement and support joint activities between Bulgaria and international organisations in order to increase the quality of education, learning and training at all levels and in all their forms.

Since they established their business in 2000 they have managed to join several projects and programmes. In every case they have ensured the improvement of accessibility, quality and efficiency of the education and training; they have promoted social integration and enhanced personal fulfilment as well as supporting moral and social values. Of course, this was only possible by using already established good relationships with several public and private organisations and, where and when needed, by establishing new ones, i.e. by close cooperation with relevant parties and bodies.

#### 4.5. **How leisure time activities became tools for employment – a case study from Hungary**

*Zsuzsanna Csujá, KidNet.hu Programme, CSAT Association for labour market joining of people from disadvantaged backgrounds, Debrecen, Hungary  
(zsanazsu@yahoo.com; csatinfo@mailbox.hu)*

The network of KID projects in Hungary is trying to find the best answer to the question of how to increase employment among those young people who drop out of school or have insufficient qualifications, and who are long-term unemployed.

The main questions are: How can we rebuild their self-confidence? How can we connect with their values? How can we give sense to their days, and improve their interpersonal skills? To answer these questions we organised an adventure camp around the following three key elements: (1) creating a work environment through building a stage in the camp, (2) preparing for school through learning method training, and (3) rebuilding the interpersonal skills, which they completely lost during the waiting years at home, through staging a drama created and performed by them.

So we organised a camp where we brought together 12 really shy, withdrawn and disappointed young people who did not really want to know anything about the others or the world around them, with the one thought in their heads: "Please leave me alone, I do not want to communicate!" This was obviously quite a challenge. In the camp we had group learning method lessons in the mornings – at the beginning with a very fraught atmosphere. We built a wooden stage together – camp leaders and participants – under the leadership of a master craftsman. It was not easy at all: at the beginning the kids refused to work, and sat around in the grass, but slowly, as they saw us working together, they started to join in and help. In the evenings we prepared a performance step by step under the leadership of a young actor. But how could we motivate these withdrawn, shy, silent young people to step up onto the stage and start to act? We did it by means of games, we laughed at each other, and even at ourselves. We introduced examples from our neighbourhoods, acted like our teachers, family members, friends, and really enjoyed it.

By the fourth day we learnt, worked and played as a group. Everybody started to find his/her place in the system: group leader in the stage-building, someone who is good at measuring, another one who is excellent at remembering the order of cards or keeping in mind data at the learning method training, yet another who is good as a story writer; then there was the joke master, the king of sports, the "eager beaver", the talented actor, the best cook, and the funny ones who have such a big imagination. Soon it was not 12 angry men any more – it was an organic community.

The last day came and we completed the stage – to be honest, the roof wasn't ready, but who cares on a sunny day. We invited all the friends, families, relatives, our partners, and the media for the performance. It wasn't a fixed text, it changed all the time, but everybody had his or her own role to play, and you could see these silent young people opening up on the stage - made by them - and starting to speak aloud, acting like somebody else, making jokes about themselves and enjoying every single moment of being the centre of attention.

How does this relate to the key abilities needed for employment? To mention some examples: the ability to communicate, self-confidence, self-expression, group work, day structuring, openness, problem-solving etc. What has remained from all of this? A stage (with roof by now) with a little table on it with the names of the participants, a permanent theatre group in our youth club, and a very good community.

In conclusion we have no problems motivating young people to study or work; rather we have difficulties motivating employers to employ disadvantaged young people.

#### **4.6. Supporting a person with disabilities – a case from Norway**

*Steinar Widding, Work Research Institute, Oslo, Norway  
(steinar.widding@afi-wri.no)*

Peter, 37, is severely mobility-impaired and lives alone. He has a college education and was working in a 20% part-time position. He says: “Not many people understand that we want to pull our weight and use the energy and abilities we possess. They recommend us for disability benefits and think they’ve been nice to us. I myself was recommended for disability benefits without being told, but all I wanted was to keep working”. He fought for and eventually was given a Functional Assistant, which made it possible for him to work in a full-time position.

The Functional Assistant’s job is to do the tasks that Peter cannot do himself such as copying, stapling, going to the post office, searching in cramped filing-rooms etc. The Functional Assistant is particularly important when dealing with work-related tasks outside the ordinary workplace such as meetings, courses, business trips etc. Peter says: “Work means you are part of society. Just being at home, even safe and cosy, means that you are sidelined”. Because Peter was granted this kind of on-the-job support, he is now able to contribute to society, he feels socially included and on equal terms with other people and he has made new friends at work. His colleagues and employer say that employing Peter has had a very positive impact on the psychological atmosphere in the workplace, demonstrating that working life also has room for people who are “not 100%”. A cost-benefit analysis of the Functional Assistant scheme shows that compared to granting Peter disability benefits, the Functional Assistant produces a win-win situation for the state, the municipality, for the Functional Assistant and for Peter. Even in narrow economic terms they all win.

## **5. Factors for success on the organisational level: Example of effective cooperation**

All partners underline the importance of well-organised cooperation inside and outside their organisations as well as qualified staff members. This chapter contains good and bad examples.

**5.1. Learn & Work Centres concentrate on quality and motivated staff – experiences in Belgium**

*Marieke Genard, Vitamine W, Antwerp, Belgium*

**5.2. Staff should fit the clients – an example from Germany**

*Andreas Wendel, Vocational Training Measures Company (GFBM e.V.), Berlin, Germany*

**5.3. What qualifications does a job coach need? – A story from Norway**

*Thorvald Abrahamsen, Industry Lambertseter, Oslo, Norway*

**5.4. Supporting empowerment – coaching in Finland**

*Kristiina Härkäpää, Rehabilitation Foundation, Helsinki, Finland*

**5.5. Cooperation among NGOs and with public authorities – the development of the KID programme in Hungary**

*Katalin Kertai, National Employment Foundation (OFA), Budapest, Hungary*

**5.6. A practical example of inter-agency cooperation – a case from Ireland**

*Elizabeth Harrington, Ballymun Job Centre Ltd, Dublin, Ireland*

### **5.1. Learn & Work Centres concentrate on quality and motivated staff – experiences in Belgium**

*Marieke Genard, Vitamine W, Antwerp, Belgium  
(Marieke.Genard@vitamine-w.be)*

In the project Learn & Work Centre the aim was to cooperate between different vocational training centres of small and bigger NGOs in Antwerp. The project was clustered in sectoral groups: five sectoral Learn & Work Centres in building, care and cleaning, office and computer work, metal and transport sector and an ecological centre.

After the clustering the clients had one stop per sector. There they got an initial orientation and assessment after which they could start up the most suitable learning path (as short as possible, as long as needed).

All the sectoral Learn & Work Centres used the same competence framework, which described the skills achieved at the end of the project. They included key skills, generic skills and technical skills. The framework is now the main document by which the lessons are adapted and clients evaluated. Soon it became clear that in the area of key skills and generic skills, the different projects had a lot in common. This made it possible to develop work packages on the common issues (e.g. basic ICT, Dutch as a second language, learning skills and so on). Also the framework made it clear how to make the pathway more modular (resulting in a more flexible and individualised pathway).

Workers in the different sectors met on common issues and exchanged experiences. They set up a working group on screening and orientation: all the projects involved had to do an initial screening at the intake stage and support the client in his/her orientation in the field of work. In the beginning the working group concentrated on the whole process of screening and orientation and described the different steps in their work. In addition, in-depth interviews were carried out with them. The result of this was a Handbook on screening and orientation. The current workers really felt it was their book, and they learned a lot from each other. New colleagues could also use the book when they started in the job.

After the Handbook was produced the working group felt the need to continue the exchange. They chose to focus on a certain theme in each meeting. The key skills were common in all sectors, so could be developed more in detail to everybody's advantage. Each participant had to look around his/her own organisation to see how they dealt with the theme, the instruments they used, and exercises they carried out. In the working group this information was shared with the others. Apart from the exchange of experience there was also the opportunity to learn about the functioning of the other centres, to get to know the colleagues doing similar work on a more personal basis and to get new ideas from each other.

Now the project is finishing and the participants have expressed the wish to continue with the working group. We are currently looking at our new structure to see how we can build in this kind of work on a permanent basis. Also the material collected in the working group after the Handbook was written, is worthwhile developing into a second Handbook. Only the uncertainty of the financial situation makes it hard to plan ahead. We have clearly proved the need for this kind of approach in order to upgrade the quality of our work and keep people motivated.



## 5.2. **Staff should fit the clients – an example from Germany**

Andreas Wendel, Vocational Training Measures Company (GFBM e.V.), Berlin, Germany  
([gfbm.wendel@t-online.de](mailto:gfbm.wendel@t-online.de))

In a project for young unemployed persons in the field of pre-vocational training we were required by our contract with the funding employment agency to employ only teachers and social workers who had at least a university degree.

This requirement led to the following problems:

- Mainstream teachers, who had previously only worked with mainstream students, had great problems developing working relationships with our clients;
- Most of the social workers focussed on individual problems, such as drugs, mental or social problems but forgot our main goal: job-readiness;
- The advisers for the practical part of the project kept their focus on teaching practical aspects.

The whole project did not work very well.

We decided to discuss the problems arising from the restrictions on staffing qualifications in our project with our funding agencies. After lengthy discussions it was agreed that staffing qualifications could be changed, we now have:

- A psychologist, who has worked with drug-addicts in a prison for youngsters;
- A journalist and a biologist as teachers;
- A former entrepreneur as an adviser for the practical part.

All of these have “unusual” CVs. Even though they have no formal qualifications for working with our target group, the outcome of the project improved due to the following reasons:

- The students could identify with the “unusual” CVs;
- All of the staff had “real-working-life” experience;
- This produced lots of synergetic effects on the rest of our staff in the company.

For example, if somebody who has run a business himself talks to an employer, the employer will listen more carefully and will trust him more than if a more “theoretical” person would speak to him. They are speaking the same “language”. So it is much easier to show the benefits of hiring a person from our project.

Instead of foreign and German language training the participants in our project now produce a newsletter for each other and for other projects. We have established intercultural sites in this as well. The interest in learning the language increased, which you can see directly when you look at the absence rates of the students, which are now very low.

So, for us the finding is that formal qualifications are necessary but even more necessary is that the staff has to be “multi-lingual”. They have to speak:

- The client’s language (not too sophisticated, they have to know the expressions the youngsters use);
- The employer’s language (keeping in mind the employer’s needs);
- The funding agencies’ language (which is sometimes very different to the other two).

### **5.3. What qualifications does a job coach need? – A story from Norway**

*Thorvald Abrahamsen, Industry Lambertseter, Oslo, Norway  
(thorvald@ilas.no)*

An organisation in a typical industrial city had the following experience: when they hired their staff they picked one person who was trained as a social worker and had a background in social work, and one who was a former factory worker. This seemed a good idea because they were going to work with people in difficult situations and a regulated labour market. The social worker did a good job talking to the clients and making them open up. But he did not manage to get any of them back into work. This seemed to be caused by the fact that he did not demand anything of them but only focused on building up a good relationship. The former factory worker had good contacts in a large number of factories in the city, but he could not get anyone back to work either. This seemed to be caused by the fact that he treated people roughly and lacked the ability to listen to the clients' needs and wishes. So, train both and adapt your approach.

#### **5.4. Supporting empowerment – coaching in Finland**

*Kristiina Härkäpää, Rehabilitation Foundation, Helsinki, Finland  
(harkapaa@kuntoutussaatio.fi)*

The following case description illustrates the principles of job coaching and case management in the Majakka-Beacon Development Partnership. In this individual case, work with the client was carried out in cooperation with the case manager and the job coach because the client had also health and social problems. The job coach focused on job finding, employment and training, whereas the case manager supported the client in health and social problems.

The results of empowering actions in working with the client can be assessed by direct feedback from the client and can be seen through the actions of the client. However, the end-result depends on the individual aspirations and goals of each client. The signs reflecting the empowerment of the client can be e.g. increased self-confidence, the ability to make independent and informed choices, and to plan their own future.

The work with the client starts with the assessment of service needs, and by sorting out the client's interests, job preferences and drawing up the initial action plan. This establishes the relationship between the project worker and the client and it can be described as a process in which the helplessness of the client decreases and his/her control over their own life increases. One of the basic principles in this process is that it is based on discussions between the client and the project worker and the action plan is drawn up together according to the client's own goals and interests. This approach ensures that the client accepts the action plan and that the client can feel that the plan is his/her "own project".

The client needed emotional and instrumental support to sort out her marital and health problems and to clarify her vocational plans. Her Finnish language proficiency was good and she had vocational training certificates from her country of origin. The client was interested in day-care work. Due to health problems and problems in her personal life she decided after discussions with the job coach and the case manager that a work-training period in a day-care centre would be a suitable start for her employment process and would give her the opportunity to assess how the health issues might affect her working capacity. It was decided that the job coach would sort out possibilities for the work-training period and that the client's vocational certificates would be translated and their validity in Finland certified for future job applications.

One of the important issues in the employment and rehabilitation process of the individual client is building trust between the client and the project worker. It is usually a time-consuming process – especially with clients from different cultural backgrounds – in which the project worker gets more profound knowledge of the client and e.g. his/her interests, aspirations and ways of dealing with the planned actions and solving problems. In addition, the client familiarises him/herself with the service and the ways of working in cooperation with the project workers. This confidential relationship may lead to improved self-confidence and assertiveness.

The client had not been able to talk about difficulties in her marital life to any of her friends, because she considered family matters private. Later, after discussing the problem with the case manager, the client was able to share her experiences with a friend in a similar situation. This gave the client an opportunity for peer support and the feeling that she was not alone with her personal problems.

Getting thoroughly acquainted with the client and his/her aspirations and life situation also gives the project worker improved opportunities for seeking appropriate information and services for the client. When the services are tailored to the client's needs this leads to stronger commitment to the planned actions on the part of the client and strengthens the client's confidence in making plans for the future.

The client had a relatively clear vision of her professional resources. She mainly needed practical help to market her skills to employers. The job coach helped her to find the work-training placement. The client found this period very helpful while it showed that she managed well in her job and she was able to clarify her vocational goals. After some months of work, the client was convinced that she wanted to continue working with children. As a result of that a new plan was drawn up and the next step was to find her suitable further education in which the job coach guided the client.

A promising development in the project has been the division of tasks between the case manager and the job coach. This division has helped to clarify the professional roles of the project workers also to the client. The job coach is responsible for vocational and employment issues, and the case manager for social and health problems. Sometimes solving other than work-related problems first may release new resources for planning and defining one's vocational goals and training needs.

Some months after starting cooperation with the case manager the client was able to solve her personal problems and to concentrate on her vocational plans. After six months of a work- training period at the day-care centre the client was offered a work contract, but she had changed her plans. She was interested in the possibility of starting her own family day-care business. These plans were discussed together with the job coach who sorted out information sources about training opportunities for the client. Today she is in training to become a family day-care professional and she is also doing short-term jobs. The cooperation with the project workers continues.

## **5.5. Cooperation among NGOs and with public authorities – the development of the KID programme in Hungary**

*Katalin Kertai, National Employment Foundation (OFA), Budapest, Hungary  
(Kertai@ofa.hu)*

Recognising the high rate of unemployment among young people in Hungary – most of them have not completed primary school, have no recognised qualifications, have psychological problems and/or problems coping with life and no motivation for learning or work – the Hungarian government initiated in 2001 the KID programme for preventing the exclusion of young people from the labour market. The programme was funded by OFA (National Employment Foundation).

Eight independent organisations from all over Hungary, with different employment and economic circumstances, and addressing several kinds of local problems, launched their KID project. Each of them had similar but not exactly the same methods and structures. They engaged highly qualified specialists, sociologists, teachers, psychologists, experienced social workers, educators, trainers, speech therapists, etc. and cooperated with the local educational, social, and labour organisations.

The eight organisations facing similar problems implemented their projects independently, offering several kinds of solutions and accumulating experience in the field. The organisations founded a network based on active cooperation as a means of disseminating their results.

The network offers workshops for specialised teams: one for project managers, one for social workers, one for project psychologists, who are working on the programme at local level and want to exchange their experience at national level. Each specialised team meets 4-6 times a year in different regions – invited by one of the KID organisations. 1-2 experts from the political or strategic (local or national) level or members of other relevant organisations are invited to the workshops. This network is the tool for cooperation between the organisations taking part in the independent project implementation.

A governmental delegate, who is responsible for the success of the KID programme and employed by OFA, facilitates these workshops. The KID organisations will found the National KID Association at the beginning of next year.

## 5.6. **A practical example of inter-agency cooperation – a case from Ireland**

*Elizabeth Harrington, Ballymun Job Centre Ltd, Dublin, Ireland  
(harringtone@bmunjob.ie)*

As drug users move through the different stages of treatment and rehabilitation, there is a perception that there is not currently a smooth delivery of services between agencies. There is also a perceived lack of co-operation and duplication/overlap of services, all of which create blocks to progression towards the labour market. In short, many agencies perceive that clients fall between gaps and are therefore not in a position to access the appropriate service at a given time.

The Blanchardstown EQUAL<sup>11</sup> Inter-agency Initiative aimed to improve this situation by bringing together the statutory and voluntary agencies working with current and former drug users in order to establish clear inter-agency protocols and smooth, seamless working relationships, all with a view to enhancing opportunities for the target group to progress towards desirable employment outcomes. The practical expression of these aims translated into three objectives, which were achieved during the pilot phase of the initiative and have resulted in:

- An improvement in the quality of working relationships between all the agencies involved;
- The development of a “lead agency” approach to case management, through which one agency would assume the lead role in assisting service users and would also co-ordinate the contributions of other participating organisations; in effect this depends on the particular needs of the client;
- The development of clear and workable protocols, especially with regard to service-client confidentiality.

Some specific aspects of learning from the Initiative may be of use and benefit to others. The most important of these appear below:

- Levels of involvement: allowance should be made for differing levels of involvement by agencies, depending on whether or not the target client group represents their core concern or is only one among several.
- Differing starting points: as the collaboration between agencies increased it became evident that some organisations required support to engage effectively in the process.
- Ongoing support: to develop to their full potential over time they benefit substantially from ongoing support and resources.
- Involving staff in the process: the links are enhanced by involving frontline staff as a group at key points in the process.
- Cost of involvement: this should be recognised in project design and delivery.
- Monitoring and evaluation: these should not be separate from the process but should be built in from the outset.

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<sup>11</sup> EQUAL is a Community initiative financed by the European Structural Fund (ESF), which seeks to eliminate the factors leading to inequalities and discrimination in the labour market

## **6. Factors for success on the policy level: Examples of cooperation with decision makers**

All partners in **Strategies for Inclusion** cooperate with different kinds of stakeholders on the policy level: public authorities, politicians, social partners and, of course, employers. The next case studies are reports from successful cooperation with these decision makers.

### **6.1. Cooperation with employers – three case studies from Finland** *Kristiina Härkäpää, Rehabilitation Foundation, Helsinki, Finland*

### **6.2. Cooperation with politicians for job creation and business development – a story from Italy** *Roberta Messina, Mainstreaming Agenda, Palermo, Sicily/Italy*

## 6.1. Cooperation with employers – three case studies from Finland

*Kristiina Härkäpää, Rehabilitation Foundation, Helsinki, Finland  
(harkapaa@kuntoutussaatio.fi)*

### How to improve the prospects of job seekers from ethnic minority groups with physical disabilities

The main barriers to employment of this 40-year-old long-term unemployed man were poor language skills and health-related problems. The support offered by the project was the following:

- Job coach: long-term support also after employment, training in the work tasks, ensuring that the job seeker understands what his tasks are, how to carry them out, supporting social integration into the workplace;
- Language teacher: analysis of work-related vocabulary and training in language skills at the workplace;
- Case manager: analysing the job from a health perspective, sorting out how health-related issues can best be taken into account in the specific job.

The employer had asked on a previous occasion for advice on how to deal with employees whose language skills are limited. The job coach provided information on how to deal with these situations and told the employer about the language-training service of the project. The employer was willing to take the job seeker on a trial basis. The job coach helped the employer to sort out the required paperwork. The extra support from the job coach assured the employer that all the required red tape was fine.

Physical stress factors at work were analysed by the case manager who also made suggestions about ergonomic aspects. The language teacher analysed together with the new worker the work-related vocabulary and language skills needed in the job. The teacher visited the workplace several times and instructed the worker in the new vocabulary and linguistic expressions.

The job coach was in regular contact with the employer who reported that it was good to know that outside help was available although no problems had come up. The job coach was also asked to train the new worker in more advanced work tasks, because the employer found that training was difficult due to the language limitations of the worker. The job coach took part in the employer's training period, learned the tasks herself and then taught them to the worker. The worker had no difficulty in learning the new tasks and the employer was ready to proceed to hire the worker on a regular work contract.

The job seeker was employed on a normal work contract and with regular pay. According to the employer he wouldn't have employed the person without the project's support. The employer found the support services offered by the project very useful and feels that barriers for employing immigrants in the future have lowered a lot.

### How to create long-term and confidential cooperation with employers

Cooperation with the Logistics Centre of the Finland Post Corporation is one example of how to build - step by step - a long-term cooperation with a large enterprise. According to previous information from the local project network the Logistics Centre was interested in closer cooperation with employment projects. The job coach from the Majakka-Beacon Development Partnership (DP) sent brochures about the DP and its services to the contact person at the Logistics Centre. After a few days the employer's representative was contacted by phone and asked to describe the workplace as a whole, the requirements in different jobs and the recruitment procedures. During that discussion the job coach and the contact person set a date for a face-to-face meeting in one week's time.

During the meeting the same topics were discussed, but in a more detailed way. The job coach presented the services offered by the Majakka-Beacon DP, e.g. job coaching and language training, and how these services could be connected to the daily work at the Centre. The contact person invited the project participants and employees of the DP to visit the Centre and get acquainted with its activities.

During this visit the contact person described the activities of the Centre and the different jobs in detail. In addition, he told the visitors about the personnel policy of the Centre and how the employer stresses the need to assess the person's know-how, commitment and motivation for development.



The above process – from first contact to the group visit – aimed at getting the two parties to become acquainted and to build such mutual confidence that would enable direct personal contacts (without all the red tape usually required) in the future when a potential candidate for a job in the Centre comes to the project as a job seeker.

On the individual level the cooperation has resulted in normal work contracts after work try-out periods. In addition, the project participants seeking a job from the Centre are directly admitted to job interviews without having to go through all the stages of the more formal recruitment process.

### **How to increase the opportunity for an invitation to a job interview**

The project participant had looked for a warehouse attendant's job by himself without success before entering the project. After the initial planning phase in the beginning of the project the job coach and the participant continued the job search together. After a while the job search was widened to other jobs as well although the participant was at first not very enthusiastic about it.

Two weeks after widening the job search there was a job advertised for a lorry driver in a private company. During the first contact (by phone) the employer was very reluctant due to the job seeker's lack of work experience in the branch. Finally, the employer agreed to meet the job coach who explained during the meeting about the services offered by the DP, e.g. support for the job seeker and the employer at the beginning of the employment.

After the discussion the employer agreed to meet the job seeker while stressing that the meeting was not, however, a job interview, but he was interested in "meeting the guy". During the meeting between the employer, the job seeker and the job coach, the job seeker made such a good impression on the employer that he offered him the job on a temporary basis with a normal trial period. After a few months the employer and the driver signed a permanent work contract.

The employer lowered the interview threshold due to the support promised by the job coach. This "change of mind" led to a successful outcome from the employer's and the employee's viewpoint.

### **The last case study shows that support must not end with an employment contract and that it is necessary to think about follow-up.**

In mainstream employment services personal support usually ends with employment. Both the employee and the employer are left alone and there is no outside support to deal with any problems or any need for help. It is common that the only support available is in the form of wage subsidies for the employer. In our experience, however, employers (especially in the private sector) are not always keen on receiving extra money when hiring a person from disadvantaged groups. They employ people whose skills correspond with the needs of the business, but in many cases they welcome other kinds of support (e.g. job coach, case manager, language teacher) if it is regarded necessary and can guarantee the feasibility of hiring that person. This on-going support has been shown to be beneficial for both the employee and the employer.

## 6.2. Cooperation with politicians for job creation and business development – a story from Italy

Roberta Messina, *Mainstreaming Agenda, Palermo, Sicily/Italy*  
([Roberta.messina@mainstreaming.org](mailto:Roberta.messina@mainstreaming.org); [info@mainstreaming.org](mailto:info@mainstreaming.org))

This case study is a complex, training/job/business creation project, located in a Natural Park in Sicily. It is funded by the Ministry of Environment thanks to a national budget line of 1988, which aims to create employment for youngsters in particularly disadvantaged conditions due to the area they live in. These are mainly rural areas in southern Italy.

Previous experience of working on Ministry of Environment projects encouraged us to get involved as a consultant with “Parco”, a public body devoted to nature conservation. A Park in Italy is not only a green area of woods to preserve and a rural area to eco-develop, but also (and mainly) a group of small – sometimes very small – municipalities who are forced to learn to work together for a common goal, often after years or centuries of fighting against each other.

Having secured adequate funding, the project could be launched. The objective of the project is as follows: the social and economic inclusion of long-term unemployed young people in the area. The project consists of four training modules with 12 people, under 30 years of age and preferably resident in the Municipality. After 6 months training in classrooms and on the job, half of them will promote environmental education in schools and the rest will do the same among local companies and potential business creators. Both groups will also support the routine work in the Park, such as Info points or event-organising or even surveillance - for 18 months, with a good salary from the park and the status of a temporary employee in a public body.

In Italy, when anyone is appointed in the public service, it is very difficult to remove him or her afterwards. Or, at least the young disadvantaged long-term unemployed living in rural disadvantaged mountain municipalities had the strong feeling that being employed in the Park would mean a secure job for life. But, there were many “buts”. Even 48 trainers - a not inconsiderable number - are not enough in the opinion of big and small local politicians from all parties. A job is a job, in particular in a rural area with high unemployment. Consensus was more than necessary in order to avoid unpleasant pressures on the selection of the young people and to secure a smooth passage for the creation of cooperatives. The plan was to create, at the end of the 2-year project, two different companies as cooperatives, owned by the youngsters and the Park (51%); the Park would be able to buy services from these companies at a competitive rate.

But before being able to achieve this goal, consensus among the politicians was desperately needed. Therefore the mayors were visited, one by one. Some of them are mayors of municipalities with only 800 people. Notwithstanding, they were all approached as if each and every one of them was the Prime Minister and they were each asked for their views on the training pathway and on the future of the project. Their opinions were sought on the idea of creating two companies and on the kind of skills, which they thought were needed. The mayors were asked to provide a list of potential experts – trainers, secretaries, accountants and so on – who we could interview in order to build up a very skilled project staff database to assist us in various aspects of the project: teaching, site visits, individual coaching during the on-the-job experience, paperwork and report-writing. As a result we had a very good list of people on whom we could call. Needless to say, we took care to hire at least one from each Mayor’s list.

## **7. Factors for success on the pathway level: The need for a quality control system and leadership**

Inclusion pathways must be constantly adapted if they should be successful. The article from Norway describes “why”.

### ***7.1. What if everybody is happy but nothing happens?***

#### ***A comment from Norway***

*Angelika Schafft, Work Research Institute, Oslo, Norway*

## 7.1. **What if everybody is happy but nothing happens? A comment from Norway**

Angelika Schafft, Work Research Institute, Oslo, Norway  
([angelika.schafft@afi-wri.no](mailto:angelika.schafft@afi-wri.no))

Community and vocational integration measures providing individual coaching, case-management, extensive help and follow up with job finding and on-the-job support have been increasingly applied to people with mental health conditions and/or social disadvantages (drug addiction, long-term welfare benefit receivers, ex-prisoners) during the past decade. These clients often manage the work tasks alone, but the complexity of their needs has created a need for co-ordination of different bodies and local initiatives. The complexity of problems which these clients struggle with has led to support workers spending a lot of time maintaining contacts with clients, focusing on assessment, motivational issues, cognitive and generic skills. They also spend a good deal of time helping the participant to mobilise other responsible bodies, such as social security services, the medical profession, support groups and networks (case management). In some instances the support workers experience that they are solving job seekers' problems in areas that fall under another agency's responsibility. For this they receive a lot of positive response from their clients. Clients report getting support according to their needs and they place a great deal of weight on the good contact they have with their support workers – the fact that they are understood, the trust between them and the security they feel.

The "holistic therapist"-role is the role many support workers know best, as most of them have their qualifications from working in the health and social services sector. They are much less familiar with playing the role of professional sales agents in business life, and they provide too little advocacy regarding employers.

The fact that the support worker's primary task is to help the client find a job, supporting him/her after getting a job and giving support and advice to the employer and colleagues fades more and more into the background. The client is happy, the support worker is happy, but nothing happens in terms of getting a real job...

A consequence of providing too much of the wrong type of support is that the participant may fail to become independent, and may become more dependent as time passes. Providing too much of the wrong type of support may be more serious than providing too little support, as these consequences are not always obvious - they may not be noticed until a lot later and then can be difficult to correct. One should be wary of the "holistic therapist's" perspective taking over in vocational rehabilitation schemes and consequently reducing the focus on integrating job seekers into the open labour market.

There is a need for public quality-control systems, accountability and standards regarding aims, methods and results of service providers in accordance with labour market and social welfare policy. It is not sufficient or effective for statutory bodies to give out money but not retain leadership and give direction to their selected providers.

## 8. Good practice examples of inclusion pathways

On the following pages you will find a collection of good practice examples. Some are “belonging” to the case studies, described in this book; others are based on projects, which are implemented by partners of Strategies for Inclusion. All examples demonstrate successful pathways on a personal level and the need for coordinated approaches.

Summaries of good practice examples:

- Employment Disability Unit (EDU), Scotland
- FLEXIS: Customised training routes to the labour market, The Netherlands
- Inclusion Pathways, The Netherlands
- Local Work Shops, Belgium
- Learn & Work Centre, Belgium
- TUTKA – Developing supported employment for disadvantaged groups, Finland
- MAJAKKA-BEACON – Resource-oriented case management and supported employment for immigrants, Finland
- Supported Employment, Norway
- Grünerløkka Job Centre, Norway
- Formative itinerary for inclusion for women, Spain
- KID Programme, Hungary
- The Workmate Early School Leavers Initiative (ESL), Ireland
- Functional Assistant, Norway
- PROTEC, Germany
- Participation of migrants in further education, Bulgaria
- GESIP: Social inclusion for LSU and city policy, Italy
- New Start in Working Life, Norway

Each description covers the following information:

- *Title of the example and location*
- *Objectives and target groups*
- *Activities and actors involved*
- *Financing*
- *Key publications (if available) and address for further information*

### ***Title and location***

#### **Employment Disability Unit (EDU)**

Scotland

### ***Objectives and target groups***

The purpose of the EDU is to create employment opportunities for disabled people and to assist people with disabilities to find, and maintain, work.

The Employment Disability Unit's target group are unemployed people with disabilities and health problems who reside in the Tayside area. People with all forms of disability are accepted including physical disabilities, mental illness, sensory impairments, people with brain injuries and learning difficulties.

### ***Activities and actors involved***

To combat the problem of disability and unemployment, the 3 local authorities in the Tayside area (Dundee City Council, Angus Council and Perth and Kinross Council) agreed to create the Employment Disability Unit (EDU) to address the unmet employment needs of people in the community with disabilities or health problems. It has premises in Dundee and Perth and Dundee City Council is the lead authority.

The Unit operates the following key activities to deliver a service to tackle the unmet employment needs of people with disabilities:

- Job Clubs in Dundee and Perth specifically for disabled people;
- Work-Experience Placements to enable clients to develop their skills;
- Workstep providing employers with support to employ people with disabilities;
- Supported Employment Team providing on-going assistance and support to people who may need help to settle into and sustain employment;
- Consultancy and Advisory Service to local employers, voluntary organisations and disabled people regarding good employment practice;

The Employment Disability Unit has developed a wide network of partners including employers, social and health care professionals, disability organisations and training/education establishments.

In the past five years the Employment Disability Unit has supported nearly 500 disabled people into employment. The EDU is a unique service in Scotland and has won several national awards.

### ***Financing***

Dundee City Council, Perth & Kinross Council, Angus Council, Jobcentre Plus (Department of Work and Pensions), European Social Fund

### ***Key publications and further information***

- "Employing People with Disabilities" (published by Chartered Institute of Personnel and Development)
- "Supported Employment for People with Mental Illness"
- "Supported Employment for People with Learning Disabilities"
- "Employment Disability Unit 2002 Report"
- "New Deal for Disabled People" - Report on 2-year pilot

All in English, available through:

Michael J Evans  
Employment Disability Unit  
Personnel Department  
Dunsinane Avenue  
Dundee DD2 3QN  
Scotland (UK)

Email: [mike.evans@dundeecity.gov.uk](mailto:mike.evans@dundeecity.gov.uk)  
Tel: +44 1382 828 180  
Fax: +44 1382 828 148

## **Title and location**

### **FLEXIS: Customised training routes to the labour market**

Netherlands

## **Objectives and target groups**

In October 1999 the national office of the training fund for the care sector launched the FLEXIS initiative. Its objective was to increase the inflow of qualified staff in the care sector through the provision of customised training routes. Such training routes were to be offered to people who already possessed skills relevant for the care sector, including: people already working in the care sector but without a formal qualification, people who had done voluntary work in the care sector and people who had not finished a care related training course (either in the Netherlands or in another country). Care skills were defined as integrated clusters of knowledge, skills and attitudes that enable a person to competently carry out care-related tasks.

## **Activities and actors involved**

Both care organisations and VET (Vocational and Educational Training) institutions could submit proposals for setting up a regional FLEXIS project. To be approved, a proposal had, among other things, to:

- address an employment problem in the healthcare sector on the regional labour market;
- be based on a regional partnership which took part in care institutions, VET institutions, the labour market office and social support organisations. The latter requirement was included because it was expected that most participants would need additional help to increase inflow and prevent early drop out;
- have a well defined target group.

Over time 21 regional FLEXIS projects in 12 regions were set up. The labour market office helped to identify potential participants. The VET College, together with care institutions provided, based on outcomes of a Recognition of Prior Learning (RPL) procedure, a customised apprenticeship-type training course, while Social Services gave individualised support.

The success rate of the FLEXIS courses is 80% (compared to 60% for regular apprenticeship courses). In eight pilot regions material and procedures developed in FLEXIS are integrated into mainstream training provision. Currently, the outcomes of the initiative are disseminated to all 23 regions.

## **Financing**

The once-off development costs of the FLEXIS courses were met by the national-level training fund. The Ministry of Education paid training costs, as participants were registered as apprentices at VET colleges. Care institutions paid apprentice-salaries to participants.

## **Key publication**

*Het FLEXIS initiatief – een toekomstgerichte evaluatie* (evaluation report in Dutch): [www.flexis.nl](http://www.flexis.nl)

## **Further information**

Kees Meijer  
Knowledge Centre for  
Vocational Training &  
Labour Market  
P.O.Box 1422  
6501 BK Nijmegen  
The Netherlands

Email: [k.meijer@kenniscentrum-ba.nl](mailto:k.meijer@kenniscentrum-ba.nl)  
Tel: +31 24 3653592  
Fax: +31 24 3653493

### ***Title and location***

#### **Inclusion pathways**

Netherlands

#### ***Objectives and target groups***

The overall aims of the 140 local experiments were (a) to reduce the level of social exclusion of participants through 'social activation' measures, and, based on this outcome, (b) to stimulate the (re) integration of participants into the labour market. The main target group for the social inclusion pathways were those who ran the greatest risk of becoming socially excluded. Within this generic group, specific efforts were aimed at attracting single-parent families, migrants, unemployed women, travellers/gypsies, ex-drug users, ex-psychiatric patients and ex-prisoners.

#### ***Activities and actors involved***

The opportunities of each participant were the starting point for setting up an inclusion pathway. Pathways consisted of one or more of the following building blocks:

- a) Regular voluntary work (included in 84% of the local experiments);
- b) Other types of socially useful activities (63%). These include care activities for family members or others.
- c) Developmental courses / vocational training courses (63%). Developmental courses covered social skills programmes, cookery courses but also 'learning to ride a bicycle' for migrant women. Vocational training courses were usually skills-specific.
- d) Work-experience-related activities (50%). The main purpose of these activities was to build up a 'day pattern' for the participant (waking up, having breakfast, arriving on time, etc.).
- e) Individual activities (15%).

Pathways included assessment procedures, individual goal clarification, individual guidance and counselling sessions, etc.

Applications to take part in the scheme were submitted by municipal social services. They could either take the lead role in setting up and implementing the inclusion pathways or give this responsibility to another organisation. In most cases the second option was preferred. Main leading actors were foundations for supported employment and welfare organisations. Main partners were social services (all schemes), voluntary organisations (in 59% of the schemes), foundations for supported employment (57%), other municipal departments (35%), educational institutes (28%) and labour offices (27%).

#### ***Financing***

The experiments were paid by the social services out of national funds.

#### ***Key publication***

Serail, S. and I. van de Pas: *Bijstandsexperimenten: impulsen tot activering*. (Doetichem: Elsevier, 2002) (in Dutch only)

#### ***Further information***

Kees Meijer  
Knowledge Centre for  
Vocational Training &  
Labour Market  
P.O.Box 1422  
6501 BK Nijmegen  
The Netherlands

Email: [k.meijer@kenniscentrum-ba.nl](mailto:k.meijer@kenniscentrum-ba.nl)  
Tel: +31 24 3653592  
Fax: +31 24 3653493



## ***Title and location***

### **Local Work Shops**

Belgium

## ***Objectives and target groups***

A Work Shop is a place where various organisations working on the different aspects of employability and vocational training on the local level have their office. This results in more cooperation between the different services within a Work Shop and as a consequence they start to know each other's specific vision and methodology: they become more efficient in referring the job seeker and all client-related services are better geared to one another.

Client-related services are directed not only to jobseekers but also to employers.

## ***Activities and actors involved***

The actors involved in a Work Shop are: services of the local council itself, services of the Flemish Employment Service (VDAB), services of the National Employment Office (RVA), services of the Employment Counselling for the Disabled (ATB), services of the Local Employment Agency (PWA). Depending on the specific local situation of the city or village, other (non-governmental) labour market actors are involved in the Work Shop, too.

Job seekers can go to a Work Shop with questions regarding their unemployment situation and regarding their search for an appropriate job or training. There, they will receive individual guidance by route counsellors and can be referred (e.g. to screening, orientation module, training, work experience period, etc.), if appropriate.

Employers can go to a Work Shop with questions regarding their vacancies (formulation of the vacancy, insight into the profile of candidates, announcement of the vacancy) and regarding existing job-creation policies and regulations.

What actually happens in practice is that a job seeker is welcomed at the reception and referred – depending on his/her specific questions or personal situation – to the most appropriate partner. Each partner has a specific field. Self-reliance is encouraged by offering the client the opportunity of accessing PCs where he/she can find all the relevant information on jobs, training, unemployment regulations, making an application, etc. The job seeker can input and administer his/her personal file.

Let us look at the practice in an Antwerp Work Shop for a more detailed view of partners and their activities.

An overview of partners and their main activities:

- (1) The Flemish Employment Service (VDAB) is committed to support each job seeker in Flanders on his/her way towards an appropriate job or training. Route counsellors are standing by from the first day of unemployment until the first day at work. They support the employers in respect of their vacancies as well as existing employment subsidies and regulations.
- (2) ATB is specifically aimed at counselling job seekers with a (suspected) disability for work. The very intensive and individual guidance by a route counsellor leads the job seeker step-by-step towards a job in the regular economy, in a sheltered workshop or labour care. ATB informs employers regarding the integration of disabled persons into the working environment.
- (3) The Local Employment Agency (PWA) will continue to inform and enrol job seekers and will keep on delivering the necessary certificates and work permits. But regarding other services – especially regarding training and guidance of the most deprived job seekers – these are now in the process of being restructured. The PWA comes under the National Employment Office (RVA), a public social security service that organizes unemployment benefit.

- (4) In the Route Counselling Services (WerkWijzers – Vitamine W) the route counsellors and employment officers offer individual and integral route guidance towards work for those job seekers who have – for various reasons – more difficulties than average to find and keep a job. Therefore, the route counselling covers the first 6 months of employment.
- (5) “De Sleutel” focuses on a specific target group: job seekers addicted to psychofarmaca or illegal drugs. Psychosocial guidance is an important element in the whole of the counselling towards employment and up till the first 6 months of employment.
- (6) Specifically working in the building sector is “Bouwpool”. They bring together jobseekers and employers so they can find out about each other. They actively search for people who might be interested in a job in the building sector. They give potential candidates all the information needed regarding the building sector – training opportunities, working conditions, employment opportunities – and support the candidate on his/her path towards a job.

At the local Work Shops in Antwerp, job seekers can also call on all kinds of services which are preconditions for finding and keeping a job: child day-care, mobility, etc.

As of now, more than 100 Work Shops have been established in Flemish cities and villages. In Antwerp, there are 7 local Work Shops.

### ***Financing***

The Work Shops are co-financed by VDAB, the city or village involved, the participating partners and the Flemish Community.

### ***Further information***

Myriam Koning  
Vitamine W, Werkwijzers  
Kapelstraat 24  
2660 Hoboken  
Belgium

Email: [myriam.koning@vitamine-w.be](mailto:myriam.koning@vitamine-w.be)  
Tel: + 32 3 897 18 82  
Fax: + 32 3 897 18 88

### ***Title and location***

#### **Learn & Work Centre**

Belgium

### ***Objectives and target groups***

The overall objective of a “Learn & Work Centre” is to improve the employability of the groups-at-risk and their participation in lifelong learning.

### ***Activities and actors involved***

A Learn & Work Centre is not a new organisation, but a partnership between Antwerp NGOs, which offer training and work experience to the low skilled. Each partner’s experience in the field is brought in and together they work out methodological support packages. As such, a Learn & Work Centre can offer our target group a much more individualized, flexible, modular and coherent training and education pathway towards durable employment.

In Antwerp, more than 10 partners and projects joined together and entered partnership in Learn & Work Centres per sector: the building sector, the metal sector, the sector of administration and ICT, care and cleaning sector, the ecological sector and the sector of logistics and transport.

Their main activities are in:

- Training projects: vocational training as well as social and communication skills will strengthen the candidate in applying for a job: for instance “Logistic Assistant” training courses (for hospitals and homes for the elderly) and courses in brick-laying.
- Work-Experience Projects: learning while working. In the “Cleaning” work-experience project, first-generation migrant women and men are employed for one year to gain work experience in different cleaning techniques, to learn the Dutch language and to get used to Belgian work attitudes. In the “Car disassembling” work- experience project, in the course of one year men and women run through a variety of tasks linked with the car and metal business.
- Other activities are in the field of screening & orientation, pre-training sessions, language courses in Dutch as a second language (for work-related use), short modular courses etc.

The Learn & Work Centre does not only focus on labour-market-oriented and job-specific competencies, but also on basic and key skills.

The activities take place on two levels:

- Content/methodology where exchange of experience has a central place. Guidelines, Handbooks, training courses are discussed and produced. A new methodology introduced is working with skills building and job targets expressed in terms of skills.
- Organisational: the different partners involved need to work together in this framework. But also the level of cooperation with other like-minded or linked organisations is crucial. Therefore different platforms have been created or existing ones used. Also a Handbook on good practice in cooperation appeared as a result of the project.

### ***Financing***

The project to develop the concept of the Learn & Work Centre is co-financed by the European Commission (European Social Fund) and the Flemish Government. All partners involved receive co-financing from various sources depending on the specific project or module.

### ***Further information***

Marieke Genard  
Vitamine W  
Research & Development Department  
Gemeentestraat 6  
2060 Antwerp, Belgium

Email: [Marieke.genard@vitamine-w.be](mailto:Marieke.genard@vitamine-w.be)  
Tel: +32 3 270 34 00  
Fax: +32 3 270 34 01

### ***Title and location***

#### **TUTKA – Developing supported employment for disadvantaged groups**

Finland

### ***Objectives and target groups***

The Rehabilitation Foundation has been developing employment and case-management services for people with mental health problems, long-term unemployed persons and otherwise disadvantaged groups. The Tutka project is a continuation of a previous nationally funded project carried out during 2000-2002 that focused on supported employment of persons with mental health problems. The purpose of the Tutka project is to develop good practice in supported employment for new client groups who are at risk of social exclusion. The services are targeted at two groups, i.e. at persons with mental health problems who have academic degrees or extensive higher education studies, and to young adults without vocational education. The project is carried out by the Rehabilitation Foundation during 2001-2004 and implemented in the Helsinki Region.

### ***Activities and actors involved***

Employment services for long-term unemployed persons and persons with disabilities or otherwise disadvantaged groups include e.g. short-term work trials and training periods, placements with wage-subsidies and what is known as 'rehabilitative work activity' (started in Fall 2002). Evaluations of several European Social Fund (ESF) employment projects have pointed out, however, that in many cases the otherwise well-started employment process has not progressed without problems. One reason for the disruption of processes is the lack of long-term guidance and support and therefore the different parts of the process do not form a successful pathway to employment. However, many job seekers may need long-term support due to health-related, educational or other special needs.

The aim of the Tutka project is to provide the clients with suitable employment solutions and to offer individual counselling that enables them to break down the barriers to employment and to support the empowerment of the clients. The employment service implements the main characteristics of supported (competitive) employment stressing a client-centred approach and on-going support. In addition to supporting employment the project develops resource-oriented case management especially for clients with mental health problems.

The partnership consists of local employment offices, social centres and employer organisations. The aim of the development work is to test a new service package for the project's client groups and mainstream the service to local, regional and national actors.

### ***Financing***

National funding by the "Slot machine Association" (RaY) of Finland.

### ***Further information***

Sari Harju  
Rehabilitation Foundation  
Research & Development  
Pakarituvantie 4-5  
00410 Helsinki, Finland

Email: [sari.harju@kuntoutussaatio.fi](mailto:sari.harju@kuntoutussaatio.fi)  
Tel: +358 9 5304 722  
Fax: +358 9 5304 729

### ***Title and location***

## **MAJAKKA-BEACON – Resource-oriented case management and supported employment for immigrants**

Finland

### ***Objectives and target groups***

The main aim of the Majakka-Beacon project is to develop new employment and rehabilitation services for immigrants and new recruitment services for employers in the Helsinki region. The services are targeted at people whose employment and everyday coping is impeded by cultural and language barriers as well as by health and social problems. The aim is to develop a more diverse workforce in the businesses of the region. The project offers individual support services for job-seeking immigrants and their employers.

One third of immigrants live in the Helsinki region and their unemployment rate is threefold when compared to native Finns. Barriers to employment range from insufficient language skills to negative employer attitudes. In order to improve the employment situation of immigrants in the region the three municipalities recognized the need to strengthen the cooperation between the immigration services in the Helsinki region.

### ***Activities and actors involved***

The employment services are carried out by six job coaches, a job finder and two language teachers working in the area of three municipalities in the Helsinki region (Helsinki, Espoo, Vantaa). The employment team gets additional services for their clients from a case manager and a specialist rehabilitation team. The employment services follow the basic principles of supported employment, i.e. job search based on the individual's own interests, on-going support, and employment in the open labour market with a normal work contract.

The services include on-going personal support by a job coach in e.g. job-seeking, job interviews, and also after getting employed. The services for employers employing the job seeker include support in training in work tasks, on-the-job work-specific language training, support and aid in necessary paperwork and information concerning immigration, multicultural issues and diversity.

The project is building a new recruitment and support service for employers by focusing on developing a more diverse workforce in the Helsinki region. It is anticipated that the service will be included in the municipal service plans and complements the other immigrant and employment services in the region. The Rehabilitation Foundation is coordinating the development work.

The project includes partners from the three largest municipalities in the region that have committed themselves to develop and mainstream the new service products. Service products developed in the project are in line with the needs reported in national, regional and local policy plans.

### ***Financing***

European Social Fund Community Initiative Equal, regional co-financing

### ***Further information***

Kristiina Härkäpää  
Rehabilitation Foundation  
Research & Development  
Pakarituvantie 4-5  
00410 Helsinki, Finland

Email: [harkapaa@kuntoutussaatio.fi](mailto:harkapaa@kuntoutussaatio.fi)  
Tel: +358 9 5304 747  
Fax: +358 9 5304 729

### ***Title and location***

#### **Supported Employment**

Norway

#### ***Objectives and target groups***

Supported Employment (SE) is a labour market measure intended to help vocationally disabled job seekers to obtain and keep jobs in ordinary working life. The target group is wide but there is a tendency toward dealing with "young boys" with ADHD, muscular/skeletal disorders, the mentally ill, those with psychosocial problems and people with composite problems. Almost half of the participants are under 30.

#### ***Activities and actors involved***

The job seeker receives appropriate assistance at the place of work as required. This is provided by a personal supervisor/job coach who makes the arrangements for work, training and follow-up in accordance with the job seeker's needs and interests. The approach in SE differs basically from the traditional "train and place" philosophy to a "place and train" method. This means that the jobseeker is rapidly placed in an ordinary job or work placement where he/she gets to learn the skills needed in the workplace instead of a long period of sheltered training. The idea is to give maximum support at the beginning and then try to reduce the amount of support as time goes by.

SE is a well-known measure and covers most parts of Norway. Supported Employment is mainly organised as part of the vocational rehabilitation enterprises as a specialised unit with separate funding. There are 129 SE units, 410 job coaches and approx. 2,500 contingences in Norway (2004).

At Industry Lambertseter 4 job coaches carry out SE. The job coaches cover every aspect in the process from interviews, trust building, identifying skills, needs etc. to job hunting and on-the-job support for both employees and employers.

In addition to specific support regarding training in work tasks and on-the-job work-specific support, SE offers support and aid in contacting government offices such as local labour offices, social security offices, psychiatric institutions, educational institutions etc. SE seeks to take care of a lot of the practical tasks for both employer and employee regarding government regulations, different ways of getting further support and wage subsidies and other necessary and time-consuming work.

#### ***Financing***

SE is founded by the Directorate of Labour in recognition of the fact that some people need a lot of time, training and support in the process of obtaining ordinary paid employment. Therefore the requirement specifications from the Directorate of Labour says that each job coach should work with at least 6 persons at a time, and that the jobseeker could be associated with SE for up to 3 years.

#### ***Further information***

Thorvald Abrahamsen  
Industri Lambertseter AS  
PB 63  
1101 Oslo, Norway

Email: [thorvald@ilas.no](mailto:thorvald@ilas.no)  
Tel: +47 23167712  
Fax: +47 41514696

### ***Title and location***

#### **Grünerløkka Job Centre**

Norway

### ***Objectives and target groups***

Grünerløkka Job Centre is within the Municipality of Oslo, and it serves the Social Welfare offices in the district of Grünerløkka. Our main objectives are:

- to assist welfare recipients to obtain jobs, or, alternatively, to assist individuals in getting into labour market initiatives or other job training programmes;
- to clarify the individual's working capability.

The target groups are the social welfare recipients in the district – in general, irrespective of sex, age and ethnic background.

### ***Activities and actors involved***

We offer:

- Job club
- Training course
- Individually-based placement in other initiatives

The clients are referred from the social welfare offices in the district. They get an appointment the same day they are referred. They have already been assessed for motivation and readiness to enter working life. For most of the clients it is compulsory to accept an offer from the Job centre.

#### ***Job club:***

Here you get assistance in compiling your CV, writing applications, calling employers etc. The offer is on a daily basis for two weeks, which can be prolonged for another two weeks. An evaluation shows whether you need another kind of offer or follow up.

#### ***Training course:***

This course has a duration of three months. The first three weeks you attend at the job centre, and you have classes in working life orientation, job seeking, and training on interviews (with or without a camera). If you don't obtain a job within these weeks, you will get a job experience placement from an employer, and you will receive follow up from the your coach at the Job centre.

#### ***Individually based placement in other initiatives:***

In this district you can also get a placement with work training at the Park patrol, the Carpentry and the Cafeteria. There's also an initiative for female immigrants as well as Norwegian language classes. Alternatively we can refer clients to the local labour market office (Aetat) for other courses or initiatives.



*Actors involved:*

- Aetat (local labour market office): close co-operation on a monthly basis (at least).
- Employers in both public and private sectors.
- Vocational training enterprises and other labour market initiatives and measures, whenever required, according to the individual's needs.
- Doctors, or other health services, or disability pension office, whenever required, according to the individual's needs (only in a few cases).

***Financing***

- The municipality of Oslo, District of Grünerløkka
- Aetat (local labour market office) finances the training courses

***Further information***

Morten Sonniks  
The Job Centre  
Storgata 36  
0182 Oslo, Norway

Email: [morten.sonniks@bga.oslo.kommune.no](mailto:morten.sonniks@bga.oslo.kommune.no)  
Tel: +47 2342 2310  
Fax: +47 2342 2301

### ***Title and location***

#### **Formative itinerary for inclusion for women (Training Routes to Labour Market Inclusion for Women)**

Madrid/Spain

### ***Objectives and target groups***

To inform and raise awareness amongst individuals and groups of the training courses we deliver, to encourage participation and select future beneficiaries for the courses.

The training process itself is aimed at creating social enterprises and improving attitudes to gender-related issues. Target groups are unemployed women between 18 and 65 years old.

### ***Activities and actors involved***

The project consists of various stages:

- Identifying ways of raising awareness;
- Identifying the timescale and phasing of the courses;
- Identifying the resources required;
- Prioritising and selecting beneficiaries based on pre-determined criteria and those with entrepreneurial potential from various target groups including disadvantaged groups, women entrepreneurs, the unemployed and immigrants.

The training content is designed to fit with individual beneficiary needs with the aim of creating groups who can work collectively to take forward a business idea. While each training route is flexible and varies according to need, there are four crosscutting themes that are embedded across all areas of training:

- Encouraging women to participate in the social economy;
- Developing core skills;
- Gender-awareness-raising training;
- Environmental impact.

Core skills development includes elements such as team building and motivation. At the same time beneficiaries work towards identifying a good business idea from a gender perspective.

Business training aims to provide the necessary skills and knowledge to allow beneficiaries to move into self-employment and encourages them to work collectively as a group to establish a business plan which fits their needs, is gender focussed and is flexible.

The supported management programme consists of a programme of specialist technical advice for those groups aiming to set up in business. The groups work closely with an advisor to look at the viability of a business proposal and as opposed to normal methods of assessment, look at each project on its own merits over a period of time ranging from two or three months to one year, to take a proposal from the idea stage to reality.

We are working with different institutions: public and private organisations and NGO's.

### ***Financing***

From local, regional and national projects and European funding.

### ***Further information***

Trinidad Martinez  
AMECOOP  
C/Valverde, 13 1 Planta  
28004 Madrid  
Spain

Email: [trinidad.martinez@ucmta.es](mailto:trinidad.martinez@ucmta.es)  
Tel: +34 91 524 00 39  
Fax: +34 91 522 59 80

## ***Title and location***

### **KID Programme**

Hungary

## ***Objectives and target groups***

This programme targets young people between 16 and 25, who have a disadvantageous position on the labour market due to social and cultural disadvantages. It primarily provides help for those who finished their studies in a school that did not provide vocational qualifications or a school-leaving certificate, or those who dropped out of the education system, and are therefore unqualified and as a result unemployed. Secondly, it helps those who are unable to find a job for at least 6 months despite qualifications or successful completion of the school-leaving certificate.

The general aim of the programme is to encourage the development of services and tools for assisting young people to gain the skills needed to return to the educational system or access long-term work.

Activities and actors involved

KID offers the following support services:

- Seeking targeted clients, encouraging them to join the programme, and to remain in it;
- Exploring individual problems of exclusion;
- Counselling;
- Developing personal development and career plan;
- Ensuring complex development services both for specific and collective use;
- Providing supplementary projects for clients with the same specified problems;
- Following up on clients, providing after-care.

As a result of the provision of such services the KID Program enables young people to strengthen their key skills and basic knowledge, to develop vocational, labour and social skills and to tackle problems of behaviour and flexibility.

*Actors involved are:*

Eight public utilities operate KID in Hungary: Kertvarosi Grundsuli Program (Pecs), KIDerul Program (Pecs), KidNet.hu Program (Debrecen), Lajtorja Program (Eger), Lepj tovabb Program (Batonyterenye), Palyakezdo Hendikep Program (Szombathely), Tamasz-pont Program (Gödöll), Tud6sz Program (Dunaujvaros) and companies/employers in the local areas of these organisations. Other partners: schools, social institutions, local authorities, and other public utilities.

The eight organisations undertake during the implementation of the KID Program to involve at least 1,000-1,100 young people per year, of whom 500-600 access the education system or work.

## ***Financing***

The National Employment Foundation (OFA), local authorities, Local Employment Offices, other partners.

## ***Further information***

National Employment Foundation (OFA)  
Bokor utca 9-11  
1037 Budapest, Hungary

Tel: +36 1 388 1270/115

Fax: +36 1 388 1271

*Information in Hungarian:*

Tamas Szanto, E-mail: szanto@ofa.hu

*Information in English:*

Marianna Wester, E-mail: wester@ofa.hu

### ***Title and location***

#### **The Workmate Early School Leavers Initiative (ESL)**

Dublin/Ireland

### ***Objectives and target group***

The aims and objectives of the project are to assist early school leavers to gain the skills needed to access sustainable employment.

### ***Activities and actors involved***

Workmate ESL is an established service, which targets local job seekers aged between 18 and 34 years who have left school early without their Leaving Certificate, and are unsure of what direction to take.

Workmate ESL offers the following support:

- One-on-one support to help clients with job seeking
- Providing career guidance if clients are unsure of their options and offering information on training courses
- Offering ongoing support to clients in training
- CV preparation and interview skills
- Exploring return to education needs
- Facilitating access to literacy support

Through these supports, the Workmate team enables clients to find their own potential by challenging them in a positive and constructive way. Clients who have ownership of their lives have more positive outcomes.

The project works closely with other community-based organisations. Typically, these include the Youth Action Project, Ballymun Regional Youth Resource, Family Resource Centre, Fás Training Centre, and the Community & Family Training Agency.

The project also runs a number of training courses each year, geared to the specific needs of our specific clients.

### ***Financing***

This project is funded from central government through the Department of Enterprise, Trade and Employment.

### ***Further information***

Sara Slattery  
Ballymun Job Centre  
Ballymun Town Centre  
Ballymun, Dublin 11, Ireland

Email: [slattery@bmunjob.ie](mailto:slattery@bmunjob.ie)  
Tel: +353 1 8622707  
Fax: +353 1 8420134

### ***Title and location***

#### **Functional Assistant**

Norway

### ***Objectives and target groups***

The Functional Assistant scheme is meant to help the severely mobility-impaired and persons with multiple disabilities to obtain or keep normal jobs in the competitive labour market.

The target groups are people with severe disabilities who are dependent on assistance to fulfil a job that they are qualified for.

### ***Activities and actors involved***

The assistance consists of a Functional Assistant who takes over the elements of a job that the person with disabilities has trouble doing. The Assistants can also provide more personal help to enable the person with disabilities to get through the working day.

A person with disabilities who wants to employ a Functional Assistant applies to a national resource centre, which administers the scheme and allocates the resources after assessing the applications. The person with disabilities is allowed to combine a part-time job with part of their disability pension. All employment contracts for the person with disabilities are to comply with normal salaries and employment regulations.

Some of the persons with disabilities who have Functional Assistants have decided to organise co-operatives, which have undertaken the role of employers and have taken responsibility for the training of both users and assistants in their roles as managers and assistants/employees. Experience with this organisation model so far has been promising.

### ***Financing***

The scheme is financed by the state. The state pays for the salaries for the Functional Assistants and also for the administration of the scheme.

### ***Key publications***

Helle, K.M & Steinar Widding (2000): Funksjonsassistent – brukerstyrt bistand til sterkt bevegelseshemmede arbeidstakere. AFI-notat 10/2000

Helle, K.M & Steinar Widding (2000): The Functional Assistant – User-controlled assistance for severely mobility-impaired employees (English short versjon)

English short version: <http://odin.dep.no/archive/shdbilder/01/03/engel038.doc>

### ***Further information***

Steinar Widding  
Work Research Institute  
Postboks 6954 St. Olavs plass  
0130 Oslo, Norway

Email: [steinar.widding@afi-wri.no](mailto:steinar.widding@afi-wri.no)  
Tel: +47 2336 9248  
Fax: +47 2256 8918

***Title and location***

**PROTEC**  
Germany

***Objective and target group***

Social integration of young refugees

***Activities and actors involved***

Young refugees follow courses in German language and intercultural training. After an individually differing period of learning they take a traineeship in a company and improve their communicative capacities. The specific innovative approach is the connection between language courses, socio-cultural learning and traineeships as well as the possibility for individual students to decide how long they stay in the project (from 3 to 12 months). Most of the students develop stable motivation, and find jobs or start other vocational training.

The project started as a pilot project within the EU-community Initiative "Integra" in 1998 and after a transnational period of 3 years the project strategy was re-designed.

Actors involved: The Berlin State Agency for Foreigners, GFBM teachers and social workers, companies, different organisations for refugees.

***Financing***

Regional State Sources and the European Social Fund.

***Further information***

Birgit Daiber  
GFBM e.V.  
Reichenberger Strasse 88  
10999 Berlin, Germany

Email: daiberb@aol.com  
Tel: +49 30 6128 8190  
Fax: +49 30 6128 8191

***Title and location***

**“Participation of migrants in further education”**

Bulgaria

***Objective and target group***

Social integration of immigrants

***Activities and actors involved***

The aim of the learning partnership was the exchange of experience between teachers and disseminators in different European organisations for further education and organisations that work with migrants. The main thematic emphasis was put on the access of migrants to existing education programs in the respective organisations or countries.

The exchange of experience took place by means of meetings of teachers and persons responsible in the fields of education and migration and by means of new technologies. The participants discussed specific subjects that were fixed in advance. On that basis new approaches were developed to create the conditions to ease the access to further education for migrants by offering new content and methods more appropriate for this group. In this way exclusion and discrimination were counteracted.

The main points of the project were the examination of the specific preconditions of access, as well as the potential and the needs of migrants in further education. In this way the colleagues of the participating organisations were trained and sensitised for their work in an intercultural context with a clear European dimension. Out of this the migrants themselves have had an advantage.

The new concepts are documented and disseminated in schools, education establishments and public institutions.

Actors involved: UNHCR-Bulgaria - Ph.Dr. Kina Sabeva, Programme Officer at UNHCR in Bulgaria, Agency of Refugees in Sofia, different organisations for refugees and organisations for further education.

***Financing***

European Funding and own sources.

***Further information***

Aneta Moyanova  
INTEGRA Association  
53, Stefan Stambolov Street  
4004 Plovdiv, Bulgaria

Email: [moyanova@netbg.com](mailto:moyanova@netbg.com)  
Tel: +359 888 320 685  
Fax: +359 2 981 72 76

### ***Title and location***

#### **GESIP: Social inclusion for LSU and city policy**

Sicily/Italy

### ***Objectives and target groups***

The aim of the project was the integration of a specific group of workers into the labour market through a city policy of public spaces' improvement.

The Sicilian region has created during the last decades a large number of public workers called "LSU" (Lavoratore socialmente utili –socially useful workers), with a sort of close-to-subsidy regional system for the long-term unemployed and specific excluded groups.

This category of workers is legally classified as "unemployed people" but in reality they are employed – for some hours a day - in public bodies, where some of them have often acquired good skills.

The regional government's aim is now to implement a progressive solution to this problem, which represents a charge on the budget of more than 40,000 people. Approx 20,000 euro are given as an allowance to those "LSU" wanting to volunteer for the experience of leaving the system and creating their own business.

A very good solution for low-skilled LSU was piloted in Palermo, with the creation of a new Public/Private company "GESIP" whose role is to run the cleaning, maintenance and implementation of public and private areas (gardens, swimming pools, schools, cemeteries), employing LSU, of course.

### ***Activities and actors involved***

The project aimed to train workers in the LSU category. First there was an orientation phase the purpose of which was to "re-educate" the workers in the entrepreneurial spirit, to reinforce their capacity to work in the private sector and to promote team building. In a second phase specific training, both theory and on-the-job training, took place with the help of tutors for small groups. A very good integration of theory and practice solved the problem of the lack of learning skills in people who had been away from the classroom for 20 or 30 years.

Approximately 1,500 people were trained and progressively introduced into the workplace. They are now in Palermo cleaning and repairing equipment in schools and the public swimming pool, gardening, maintaining roads and graveyards as well as taking care of the administration of their own company.

### ***Financing***

European Social Fund, Regional co-financing

### ***Further Information***

Roberta Messina  
Mainstreaming Agenda  
Viale Piemonte 3  
90144 Palermo, Italy

Email: [info@mainstreaming.org](mailto:info@mainstreaming.org)  
Tel.: +39 091 6315 785  
Fax: +39 091 364 524



### ***Title and location***

#### **New Start in Working Life**

Norway

### ***Objectives and target groups***

The objective is to enhance employability and obtain employment for prisoners on release into the community, to make labour market services more available for the prison population in general and to give inmates easier access to vocational rehabilitation services after release.

### ***Activities and actors involved***

'New Start in Working Life' was the title of a four-year pilot project, a joint venture between the Norwegian Prison and Probation Department and the Directorate of Labour. The project developed a new form of cooperation between prisons, labour market initiatives and employment services. Since 2003 this kind of cooperation has been put into action all over the country. Formal agreements on national, regional and local levels define the distribution of tasks and responsibilities between the cooperating bodies.

Officers from the public local employment service visit prisons on a regular basis. These officers provide information to prisoners about labour market initiatives, employment opportunities; they assess needs and make decisions about admission to labour market initiatives and grants/benefits. They also help prisoners develop their own plans of vocational rehabilitation.

Labour market initiatives offering supported employment and preparatory job training provide vocational rehabilitation services for the target group. Supported employment is one of the ordinary labour market initiatives, intended to assist vocationally disabled job seekers to obtain and retain employment in the competitive labour market. The basic method is that each participant has his/her own supervisor (job coaches, job advisors) for up to three and a half years. Each supervisor has six clients as a minimum. The supervisor assists with:

- Assessing skills, support needs, resources and interests in relation to the requirements of working life;
- Assessing needs and arranging for aid and assistance from other agencies;
- Providing guidance and training that relates to various aspects of working life, covering both social and occupational situations;
- Contacting employers and finding suitable employment;
- Testing and assessing work conditions;
- Offering advice, guidance and follow-up at the workplace for employees and employers.

### ***Financing***

Employment services and participation in labour market initiatives are financed by the state.

### ***Further information***

Nina Strømme  
The Directorate of Labour  
P.O. Box 8127 Dep.  
0305 Oslo, Norway

Email: [nis@adir.aetat.no](mailto:nis@adir.aetat.no)  
Tel: +47 2335 2400  
Fax: +47 2335 2751

## 9. Partner organisations in Strategies for Inclusion

### **AMECOOP -Women Association of Cooperatives Managers in Madrid/Spain**

AMECOOP initiates and promotes cooperatives in all sectors and branches, mostly in the services sector.

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

### **Ballymun Job Centre (BJC) Ltd in Dublin/Ireland**

BJC is a community-based organisation that responds to the needs of job-seekers/changers in Ballymun and to the challenges facing the community.

[www.bmunjob.ie](http://www.bmunjob.ie)

### **Dundee City Council, Employment Disability Unit (EDU) in Dundee/Scotland**

The EDU is formed by three local authorities and is addressing the unmet employment needs of people in the community with disabilities or health problems.

[www.dundeecity.gov.uk/pman/edu](http://www.dundeecity.gov.uk/pman/edu)

### **Vocational Training Measures Company (GFBM e.V.) in Berlin/Germany**

The GFBM develops methods and pilot projects in individualised assessment- and placement-strategies for young people to get access to vocational education and jobs.

[www.eu-gfbm.de](http://www.eu-gfbm.de)

### **Mainstreaming Agenda in Palermo/Italy**

The Mainstreaming Agenda is working with all kinds of active initiatives for social inclusion, e.g. with a hospital in Palermo.

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

### **Rehabilitation Foundation in Helsinki/Finland**

The Rehabilitation Foundation has the mission to enhance working ability, employment, social integration and empowerment of those who are at risk of social exclusion because of chronic illness, exhaustion, unemployment, immigration or other reasons.

[www.kuntoutussaatio.fi](http://www.kuntoutussaatio.fi)

### **The National Employment Foundation (OFA) in Budapest/ Hungary**

The OFA is enhancing employment and monitoring unemployment. The foundation pays special attention to the long-term unemployed, to people with disabilities and to young people who are unemployed and at risk of social exclusion.

[www.ofa.hu](http://www.ofa.hu)

### **INTEGRA Association in Plovdiv/Bulgaria**

INTEGRA Association is mainly working in the field of education, qualification and training to enhance the opportunities of excluded and/or unemployed persons to develop pathways for inclusion.

[www.integra.dir.bg](http://www.integra.dir.bg)

**Vitamine W in Antwerp/Belgium**

Vitamine W is an umbrella organisation for non-governmental projects and works with people who are threatened with exclusion. Vitamine W aims at keeping people employable.

**[www.vitamine-w.be](http://www.vitamine-w.be)**

**The Work Research Institute (WRI) in Oslo/Norway is co-ordinating the partnership.**

The WRI is an interdisciplinary social science research institute committed to combining research with action. The institute has extensive experience with development and change projects concerning vulnerable groups' access to and conditions in the labour market.

**[www.afi-wri.no](http://www.afi-wri.no)**

**The Knowledge Centre for Vocational Training and Labour Market in Nijmegen/Netherlands has been a partner at the beginning and is now evaluating the partnership.**

The Knowledge Centre engages in independent and scientific policy-directed research and advice in the field of vocational education and training in the labour market.

**[www.kenniscentrum-ba.nl](http://www.kenniscentrum-ba.nl)**

All partners exchange the experience they gain in the partnership **Strategies for Inclusion** with their regional and national partners.

**The Norwegian network consists of:**

**The Association of Vocational Rehabilitation Enterprises (AVRE)**

AVRE provides vocational training for the disabled in genuine labour environments and is an employer and interest organisation for approximately 90 enterprises in Norway.

**[www.attforingsbedriftene.no](http://www.attforingsbedriftene.no)**

**The Directorate of Labour**

The Directorate of Labour is responsible for the operationalisation of labour market policy and provides advice to the Government on labour market issues.

**[www.aetat.no](http://www.aetat.no)**

**Norwegian Federation of Organisations of Disabled People (FFO)**

FFO is the umbrella body for disabled people's organisations in Norway. The primary objective is social equality and participation for people with all kinds of disabilities.

**[www.ffa.no](http://www.ffa.no)**

**The Directorate for Health and Social Affairs**

The Directorate for Health and Social Affairs started its work in 2002; it has a knowledge-based way of working in order to implement important areas of the government's policy in combating poverty and social exclusion.

**[www.shdir.no](http://www.shdir.no)**

**Municipality of Oslo, Grünerløkka District, The Job Centre**

The Job Centre is working within the social welfare services and aims to get long term welfare-clients into jobs or rehabilitation.

**[www.bgs.oslo.kommune.no](http://www.bgs.oslo.kommune.no)**

**Akershus University College, Faculty of Social Education**

The Faculty of Social Education at Akershus University College is training and educating people who are working with others at risk of becoming excluded or who are already excluded and living in poverty.

**[www.hiak.no](http://www.hiak.no)**

