AGAINST THE GAP BETWEEN TRAINING AND LABOUR WORLD

Co-funded by the European Union

GAP'- Erasmus+ "Against the gap between training and labour world"

Project: 23PCP0001 - **Agreement:** 2023-1-BE01-KA220-VET-000166111

Identification of Best practices

For a better Insertion and accompaniment into reaching the labor market.

I. Definition

We can find different definitions with regards of what we can consider a best practice, so we take several examples to better find our criteria:

> *Best practice is characterized by the maximization of* a person's state of functioning, such as cognitive functioning, and is positive and motivational, helping individuals flourish in different courses of actioni.
>
> Best practices are sets of methods and techniques that produce optimal results, increase efficiency and develop structured processes.ii

And this reflection at the end of Joe Osburn's, article: The Concept of "Best Practice": A Brief Overview of Its Meanings, Scope, Usage, and Shortcomings, seems pertinent for our choice of best practices.

While one could say that "best" refers to "best as far as we currently think," this is rarely the way the term "best practice" is used. A more honest phrasing might be something along the lines of "a practice considered by some people or authorities in the field as preferred at the moment."iii

II. Criteria

Partners have chosen the Best Practices mentioned by the centers in their network as examples to be followed for better success in an insertion process.

SET BEST PRACTICES	
	AIM OF THE BEST PRACTICE: Identifying learners in need of support and inclusion in employment
Work in an informal environment	• When you make contact with learners who need support, show that you are interested in them, ask them how they see their future, if they have specific plans for entering work, listen carefully. • Show empathy. This will build trust and a sense of support. • Be ready to tell a specific case from your practice, through which you can motivate: the success stories of young people with a similar fate, who nevertheless managed to realize themselves - these stories inspire change.
Cooperation with employment services, labor offices, local businesses and local self-government bodies	• Discuss with employment services and local authorities regional and local policies to meet labor market needs for skilled labor. • Inform local authorities and employers about introduced changes in the organization of vocational training in order to improve compliance with the requirements of the labor market. • Make efforts to form partnerships with businesses to define the center's long-term and short-term goals for providing training in line with labor market needs. • Discuss with employers the possibilities for their participation in the improvement of the qualifications of teachers and their focus on the specific requirements of local business. • Attract local business to participate in the enrichment of the training material base in accordance with the modern technological requirements of the economic sector. • Inform employment services, local authorities and local business about the fulfillment of vocational training quality criteria and its link to labor market needs. • Organize peer learning and peer evaluation activities.
Use of surveys	• Surveys are a great first step, but if you talk to trainees, especially those who are skeptical about their work experience, you'll find a lot more information. Learners do not always know what they want, but mostly have opinions and attitudes. • Your job is to find out how their behavior differs from what they say.
Information events and information materials	• Consider new formats to "break" traditional informational meetings with presentations of employment programs and vacancies; • Find like-minded local businesses and organize joint events; • Arrange visits to local businesses and familiarization with specific jobs. • If you want to not just inform, but call to action and provoke a change in the attitude or behavior of learners, you need a message! And the most effective and powerful messages are encoded in the real stories of real people. So: find good

	examples among those working in local businesses. Ask them to share how they were able to find fulfillment and how it changed their lives.
Reaching out via social networks and the Internet	• Create a special Facebook group and invite learners to join it. Include young people with successful careers and businesses. The exchange of opinions and experiences between peers is an opportunity to motivate inactive and discouraged learners. • Share stories of people who have faced difficulties, but have dealt with them and found their professional fulfillment. hey are encouraging and inspirational. • Post regularly, upload information about employment opportunities, trainings, initiatives that you think would be interesting for your learners. • When you're on social media, speak the language the Facebook community speaks. Speak so that they understand you and follow you. • A post about an upcoming job fair will not get "likes" if it is simply copied from some institutional site.
	AIM OF THE BEST PRACTICE: Support and Inclusion
Preparation of plans to support the identified needs of the learners	• Analyze the collected information to discover patterns, themes, and relationships. • Plan specific goals and activities for general support and inclusion (of all learners). Focus on stimulating social skills, confidence, interests and adaptability; • Research the suitability for a certain profession (for a specific occupational activity). Investigate the readiness for professional labor activity and for the performance of specific work tasks. As a result, try to offer trainees specific, suitable jobs to provide them with the opportunity for full employment and professional development.
	AIM OF THE BEST PRACTICE: Tracking the Support and Inclusion Process
Monitoring progress following support and inclusion actions	1. Try to keep in touch with those who have successfully completed the training and ask them to tell you about: • their satisfaction with the training; • their opinion on the effectiveness of support and inclusion actions in the learning center; • the reasons for entering/not entering a job; • issues and challenges in the workplace; • what support they found in the workplace and from whom, what decisions they made; • their suggestions for improving the process of support and inclusion in the training center, etc. 2. Collect stories. Include them in printed information materials (brochures, flyers, leaflets, leaflets), share them on social networks. 3. Use these stories to bring about positive change in your support and inclusion actions for the employment of the next trainees

Promotional Events	**AIM OF THE BEST PRACTICE: promotion of training paths** The organization of final events can be very helpful in promoting training paths. target group of events - possible beneficiaries of training courses - companies - trainers and teacher - students of the recently completed training course - schools for orienting their students. Program content proposal: - Institutional Greetings - Opportunities of Training Paths (involvement of Rappresentative of Public Institution) - Description of the Training Course and its Results - Benefits of the Apprenticeships (representative of a company and and apprehensive - Benefits of internship (representative of a company and a student) Ending the Event with an aperitif is a nice occasion to promote networking and sharing of experiences among the participants
Coaching session scheduled during Internship period	**AIM OF THE BEST PRACTICE:** Success in the Internship period • Internship agreement 3 parties Training Center, Company, Trainee • Normally the Internship periods consist of several months during which the Trainee works 5 days a week in the assigned company. and after the end of the internship the Trainee comes back for a feedback of the internship with the center. **The best practice identified is to include in the agreement one day a week when the trainee can come to the center and do feedback of the internship with the group and the work coach (so the Internship is 4 days a week in company + one day in the center).** **This allows to better work in the company, correct the possible problems that he finds etc.** **The center that proposed this solution organizes this weekly session on Friday and it consists of a whole day dedicated to this feedback and preparation of the following week's internship.** 1. **Morning circle 2h where all the trainees talk about their week, their working experience, good experiences and things to improve.**

	2. One on one sessions of 20 min with the Job coach 3. Afternoon is dedicated to using the computers, Trainees work on their Cv's, letter of recommendations and get familiar with other companies in the sector they were trained. Trainers and job coaches are available for questions and help.	
Schedule meetings to assure the Constant collaboration: Social Worker/Job Coach/Training center	**AIM OF THE BEST PRACTICE:** Better accompaniment in the training process	
	• Constant collaboration between Social worker, Job Coach and Training center • Individualized follow up so increase of positive exit • **Schedule regular meetings (bi-weekly) that are cross sectors (job, coach, trainer, manager)** • **The constant collaboration and cross information between different workers allow to improve the process of insertion.** • **This is an advice that is told by many stakeholders during the interview in the centers.**	
Correct Matching between companies and service users	**AIM OF THE BEST PRACTICE:** Success for the Internship or Workplacement	

	It is fundamental to conduct the correct matching between the companies and service users. Therefore it is important to identify in detail the characteristics of the companies and the service users
	
	Characteristics of the companies:
	
	- general details:
	  - address of headquarters
	  - address of operating branch
	  - sector
	  - name of the company owner
	  - name of the company tutor in case of internship
	- specific details
	  - working hours
	  - professional profiles they are looking for
	  - shiftwork yes/no
	  - number of males/female workers (tells us about equal opportunities
	  - availability to employ persons with disabilities (tells us about equal opportunities)
	  - number of foreign workers (gives us information about acceptance of different cultures)	

- welfare (yes/no)

All these details give us information about the company's atmosphere and working climate.

Characteristics of service users:

- personal details
  - name and last name
  - age
  - professional competences
  - transversal competences
- specific details
  - strength
  - weaknesses
  - driving licence yes/no
  - availability to travel outside the Province/Region to reach the workplace
  - availability to work on shifts
  - specific needs during working hours
  - learning disabilities of other disabilities

All these details will help to identify the correct company for the service user.

[i] Antonio Granero-Gallegos,Huy P. Phan,Bing H. Ngu: Advancing the study of levels of best practice pre- service teacher education students from Spain: Associations with both positive and negative achievement-related experiences:30 Jun 2023: PLOS ONE- Vol. 18, Iss: 6, pp e0287916-e0287916

[ii] Indeed Editorial Team Updated December 9, 2022

[iii] Joe Osburn, Guy Caruso, Wolf Wolfensberger: The Concept of “Best Practice”: A brief overview of its meanings, scope, uses, and shortcomings: September 2011: International Journal of Disability Development and Education 58(3):213-222 58(3):213-222 DOI:10.1080/1034912X.2011.598387

This publication has been developed with the financial support from the European Commission in the framework of Erasmus+ program. The information and views set out in this publication are those of the authors. The European Commission and the Belgian National Agency may not be held responsible for the use, which may be made of the information contained herein.