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ACTIONS FOR SUPPORT AND INCLUSION IN EMPLOYMENT[1]

By activating and incorporating resources meant to remove barriers to acquiring professional competencies appropriate to the needs and to create opportunities for development and implementation in the job market, support and inclusion in employment refers to the process of acknowledging, accepting, and promoting each trainee's uniqueness and diversity of needs.

Module 1: Approaches for identifying trainees in need of support & inclusion services

Approaches	Tools	What you can do
Work in an informal environment	Establishing informal contacts with learners and identifying those in need of support; Informal individual or group meetings, conversations with learners 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	Establishing contacts with the employment services and local authorities in order to present the opportunities for work in the acquired profession; Establishing contacts with employers to present the specifics of work in enterprises and vacancies.	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 vocational training in order to improve compliance with the requirements of the labor market. Make efforts to form partnerships with businesses to define long 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.

[1] Vocational Training Center at Center for Development and Success Ltd. (BG)

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		Attract local business to participate in the enrichment of the training curriculums 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.
Feedback from learners	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	Holding informational meetings; Organization of labor exchanges; Holding meetings with employers; Use of communication tools - brochures, flyers, leaflets, etc.	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	Use of social networks - a natural environment for learners in which they create contacts, search and share information,	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

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	communicate with friends.	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.

Module 2: Support & Inclusion Plan

Approaches	Tools	What you can do
Provision of support	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. Plan additional support for individual

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		learners, in line with an assessment of their individual needs; You can use the competence set and descriptors of the European Framework for Personal, Social and Learning Competence (LifeComp). https://joint-research-centre.ec.europa.eu/lifecomp_en The LifeComp framework is based on the awareness, understanding, action model.

Module 3: Tracking the Support & Inclusion Process

Approaches	Tools	What you can do
Monitoring progress following support and inclusion actions	Minutes of meetings with those who have successfully completed the training and entered the workforce Minutes of meetings with those who have successfully completed the training and have not entered the workforce	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. Collect stories. Include them in printed information materials (brochures, flyers, leaflets, leaflets), share them on social networks. Use these stories to bring about positive change in your support and inclusion actions for the employment of the next trainees.

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