



Commission européenne
DG Emploi,
Affaires sociales et Inclusion

YESMIE

YOUNG EMPLOYMENT
SYSTEM FOR
MOBILITY IN EUROPE

PROTOCOLE D'EXPERIMENTATION



Commission européenne

DG Emploi, Affaires Sociales et Egalité des chances



INTRODUCTION

AU PROTOCOLE

Octobre 2012



I - REMARQUES PRELIMINAIRES

I.1 - Pourquoi YesMe

Les jeunes sont une population qui a été durement frappée par la crise économique. Les chiffres confirment qu'ils représentent l'un des segments les plus fragiles du marché du travail. Leur vulnérabilité découle d'un manque d'expérience de travail, des ressources pour la recherche d'emploi et de leur difficulté à mobiliser les compétences nécessaires. Un nombre significatif de jeunes gens ne sont actuellement ni scolarisés, ni employés, ni en formation. La littérature scientifique en langue anglaise les désigne comme NEET (*“Neither in Education nor in Employment or Training”*). Leur vulnérabilité sur le marché du travail et dans la société dans son ensemble est encore accentué si on tient compte des facteurs suivants :

- a) les personnes sans qualifications sont moins compétitives sur le marché du travail ;
- b) les périodes de chômage prolongées et répétées entraînent une baisse significative des possibilités d'emploi.

Dans ce contexte, le projet vise à aider à définir et à expérimenter en situation réelle une série intégrée d'outils innovants pour faciliter l'accès à l'emploi d'une population :

- vivant des situations économiques et sociales difficiles qui renforcent le risque de chômage ;
- âgée de 21 à 29 ans ;
- ayant un faible niveau scolaire ;
- enregistrés comme demandeurs d'emploi.

Partant de ce constat, YesMe s'est concentré principalement sur une analyse des compétences transversales et transférables. La « *Description des compétences personnelles et transversales nécessaires pour l'emploi* » (rapport qui est le fruit du travail effectué par l'équipe transnationale du projet), montre qu'elles sont considérées comme la clé de l'amélioration de la mobilité de l'emploi, et de ce fait comme un facteur de lutte contre l'instabilité du marché du travail.

Les compétences transversales sont l'outil essentiel pour réaliser différentes tâches et occuper différentes fonctions, et pour utiliser efficacement les compétences techniques. Par ailleurs, l'analyse souligne également l'importance des attitudes, liées à la conscience sociale et aux situations. Elles accroissent la possibilité d'améliorer les compétences et facilitent l'apprentissage. Les compétences transversales et les comportements peuvent être développés par la scolarité et la formation. Cependant les méthodes d'engagement actif qui encouragent le transfert de compétences afin de parvenir à une réelle mobilité des individus font défaut ou sont très insuffisantes dans les dispositifs courants.

1.2 - L'innovation de YesMe

Le projet vise à définir des outils d'intervention et des programmes novateurs pour améliorer la mobilité professionnelle des jeunes présentant un risque élevé d'exclusion du marché du travail, en particulier afin de contrer et réduire l'impact de la crise économique.

Plus précisément, YesMe propose d'intervenir en faveur de la mobilité professionnelle en donnant la priorité aux transitions suivantes :

- a) inactif → employé
- b) chômeur → employé

La définition d'une personne inactive se base sur l'absence de recherche active d'emploi : selon ISTAT, une recherche active consiste à avoir eu, durant une période de référence, un entretien d'embauche ou un contact avec un centre public de l'emploi pendant la période de référence ; avoir participé à un concours de recrutement ; avoir utilisé une annonce dans les journaux pour la recherche d'un emploi. La durée de la période de référence est une variable clé pour déterminer le nombre d'inactifs par opposition aux chômeurs. Ici, sont considérés inactifs les personnes :

- non-employables (jeunes âgés de 0 à 15 ans, les personnes âgées de plus de 64 ans) ;
- en âge de travailler, soit entre 15 et 64 ans, sans activité productive et hors de la catégorie des sans emplois.

D'autres distinctions sémantiques peuvent être faites, permettant de diviser les inactifs en deux groupes. Le premier concerne les personnes qui ne sont pas à la recherche d'un emploi ou ne serait pas immédiatement disponible pour travailler si une opportunité d'emploi se présentait. Le second groupe, nommé « zone grise » par l'ISTAT, comprend :

- les personnes qui, bien que ne cherchant pas activement un emploi, seraient disponibles pour travailler si on leur en donnait la possibilité ;
- les personnes qui sont à la recherche d'un emploi sans être immédiatement disponibles ;
- les personnes qui ne recherchent pas de travail mais accepteraient un emploi.

Un chômeur est une personne qui a perdu son emploi et cherche du travail. Le statut de chômeur est dit à long terme s'il persiste pendant au moins 12 mois. Entre le chômage et l'inactivité entre en jeu une perte de confiance dans la possibilité de retrouver un emploi. Le chômage des jeunes concerne toutes les personnes âgées de 15 à 24¹.

Alors que le projet vise à renforcer les compétences personnelles et transversales des jeunes adultes en recherche d'emploi et leur capacité à faire face au marché du travail, ses résultats à moyen et long terme peuvent avoir un impact positif sur d'autres aspects de la mobilité, comme :

- a) la mobilité d'un emploi à un autre, ce type de mobilité décrit les conditions dans lesquelles les employés et les employeurs peuvent maximiser l'efficacité des compétences.
- b) la mobilité professionnelle, conçue comme un changement dans le profil professionnel

1 Pour les définitions des termes chômeurs et inactif, YesMe se réfère aux publications de la Banque d'Italie: "[A critical analysis of the definitions of unemployment and labour-force participation in Italy](#)", "[Occasional Papers \(Questioni di Economia e Finanza\):The crisis and employment in Italy](#)"

qui peut survenir en même temps que le changement d'employeur. La mobilité professionnelle décrit la capacité des entreprises et des particuliers de promouvoir le développement des carrières.

c) emploi temporaire → emploi permanent.

d) employé → travailleur indépendant.

e) mobilité forcée → mobilité volontaire : la transition due, par exemple, à la conjoncture économique, aux changements des conditions du travail ou aux conditions de santé peuvent amener un employé à changer d'emploi pour des conditions plus avantageuses.

Les fonctionnalités innovantes ci-dessous caractérisent le projet et le protocole d'intervention :

- ↳ plus grande compétitivité de la population cible par le renforcement des compétences et des attitudes transversales, avec une attention particulière accordée à l'intégration sociale des individus ;
- ↳ renforcement des compétences transversales conduisant à une plus grande possibilité d'accès à la formation pour développer les compétences techniques ;
- ↳ création d'un réseau d'acteurs, en s'appuyant à la fois sur le système éducatif et l'environnement de l'emploi, réseau visant à renforcer le lien entre le monde de l'entreprise, l'éducation, la formation et les services locaux de l'emploi ;
- ↳ développement de politiques et de programmes pour l'inclusion active des groupes cibles afin de réduire les risques de marginalisation sociale et ses effets sur le système social dans son ensemble ;
- ↳ amélioration de l'efficacité des services des centres pour l'emploi en termes d'outils, de moyen de communication et d'organisation des services.

En utilisant le rapport descriptif et analytique des compétences transversales nécessaires au groupe cible comme point de départ, l'équipe du projet a identifié et analysé des pratiques utilisées dans d'autres pays européens, en soulignant celles qui pouvaient être transférées à la population cible et servir de solutions innovantes pour des besoins spécifiques.

Un catalogue d'outils mis en relation avec les différentes compétences nécessaires (ou groupes de compétences) a été construit pour servir de base à la définition d'un protocole d'intervention individualisé, en fonction des besoins exprimés par les participants et les exigences du marché du travail.

1.3 – Le groupe de travail : un réseau multidisciplinaire

Le partenariat s'est constitué parce qu'un effort concerté entre acteurs publics et privés doit être entrepris afin de développer des outils d'intervention novateurs et efficaces capables de soutenir les population les plus touchées. Les partenaires ont une expérience significative dans le développement de projets européens visant à définir et tester les meilleures pratiques favorisant l'entrée sur le marché du travail et l'inclusion sociale des groupes les plus vulnérables de la société, notamment les jeunes.

⇒ **CONFCOOPERATIVE TORINO – IT**, coordinateur.

- gère les relations avec la Commission européenne ;
- soutien les partenaires dans les activités de gestion technique et économique ;
- fournit les outils de suivi des activités, recueille et traite les données pour évaluer la cohérence du projet;
- utilise ses réseaux pour promouvoir le projet.

⇒ **PROVINCE DE TURIN – IT**

- implique les acteurs publics et privés en mesure d'aider à atteindre les résultats ;
- utilise ses réseaux pour diffuser et promouvoir le projet ;
- participe à la mise en place des processus et des résultats du projet.

⇒ **S.&T. Soc. Coop - IT**

- implique les acteurs publics et privés en mesure d'aider à atteindre les résultats ;
- développe le plan de diffusion, gère les impressions, met à jour le site web et organise la conférence finale ;
- coordonne les efforts entre les partenaires dans la rédaction du projet.

⇒ **GRETA DU VELAY – FR**

- implique les acteurs publics et privés en mesure d'aider à atteindre les résultats ;
- utilise ses réseaux pour diffuser et promouvoir le projet ;
- recherche des pratiques, organise des séminaires d'experts, prépare les rapports d'analyse des compétences et des meilleures pratiques ;
- contribue à la définition du modèle d'évaluation de l'expérimentation et à l'évaluation.

Un groupe de travail interdisciplinaire a été créé pour fonctionner en parallèle avec les partenaires et partager les compétences, les ressources, les réseaux de contacts et de relations formelles et informelles. Ce groupe comprend des spécialistes de plusieurs disciplines, impliqués à des degrés divers. Ils assurent une présence constante et interviennent quand une expertise spécifique est nécessaire. Cette équipe comprend les professionnels suivants :

- coordinateur de projet
- formateurs

- conseiller, psychologue, formateur psychosocial spécialisé dans les techniques d'autonomisation utilisant le théâtre;
- spécialiste en recrutement
- spécialiste du web et des TIC
- professionnel de l'image
- professionnel du développement d'entreprise
- professionnel de la communication.

Le système d'évaluation et de suivi des activités ont été présentés avec le groupe. L'exercice d'évaluation porte sur deux principaux aspects :

- une évaluation du processus, qui se concentre sur les processus sociaux mis en place au sein du groupe ;
- une évaluation de l'efficacité de l'intervention, qui se concentre sur la capacité du projet à atteindre les résultats escomptés.

L'évaluation est passé par les étapes suivantes :

- un plan d'évaluation de l'efficacité des interventions ;
- la préparation d'un questionnaire de collecte des informations quantitatives et qualitatives ;
- analyse comparative des données collectées via les questionnaires d'entrée et de sortie ;
- rapport d'évaluation sur l'efficacité de l'intervention selon les indicateurs prévus dans le plan d'évaluation. Ce rapport analyse les résultats en fonction de différentes variables (genre, âge, lieu de résidence, ...).

2- LE ROLE DU PROTOCOLE

Le protocole est un outil standardisé pour organiser les parcours d'apprentissage. Il sert à :

- ⇒ créer les connaissances et compétences qui guideront les activités ;
- ⇒ établir des jalons et des méthodes de suivi des actions mises en œuvre ;
- ⇒ rendre consistantes et transmissibles les connaissances et les compétences développées (diffusion des meilleures pratiques).

YesMe vise deux groupes principaux d'utilisateurs :

- ⇒ les opérateurs du projet YesMe, pour leur fournir les directives opérationnelles nécessaires pour mener à bien les activités du projet et pour être capable de les reproduire ultérieurement ;
- ⇒ la communauté professionnelle des opérateurs qui ne participent pas au projet mais qui seront en mesure de suivre l'avancée des activités et seront capables de les reproduire.

Compte tenu de ces objectifs et des groupes cibles, le protocole a une structure similaire à celle d'un manuel qualité.

Le protocole englobe les processus suivants :

- ⇒ Processus général, décrit l'organisation générale des activités du projet ;
- ⇒ Processus de diffusion de l'information, décrit les activités publicitaires et promotionnelles, visant à sensibiliser les bénéficiaires potentiels et les différentes parties prenantes ;
- ⇒ Processus de développement: décrit les activités relatives à l'évaluation des bénéficiaires et de leurs motivations ;
- ⇒ Activités entre pairs, décrit les activités par lesquelles les bénéficiaires se confrontent avec les expériences positives de leurs pairs ;
- ⇒ Processus d'auto-entrepreneuriat, décrit les activités axées sur l'information et la motivation à la création d'activité ;
- ⇒ Processus d'auto-promotion efficace, décrit les activités visant à renforcer son image pour se promouvoir dans le monde du travail ;
- ⇒ Processus de bien-être personnel, décrit les activités par lesquelles on développe et maintient une image de soi cohérente avec ses compétences et ses objectifs ;
- ⇒ Processus sur les stages, décrit les activités visant se former en entreprise ;
- ⇒ Processus du service national civil: décrit les activités visant à mettre à oeuvre les programmes de service civil volontaire ;
- ⇒ Processus de théâtre psychosocial, décrit les activités visant à renforcer les compétences transversales par le théâtre ;
- ⇒ Processus d'animation web, décrit les activités visant à renforcer les compétences TIC.

3 - PRESENTATION DES FORMATS DU PROTOCOLE

Suivant l'analogie entre le protocole et un manuel qualité, il a été décidé d'utiliser une approche orientée processus pour décrire les activités des projets. Un processus implique une séquence orientée dans le temps et des actions causalement reliées, établies pour atteindre les objectifs, la sortie d'une action servant l'entrée de la prochaine.

Chaque action est réalisée par un ou plusieurs acteurs et possède des bénéficiaires directs et indirects, à l'intérieur ou à l'extérieur de l'organisation productrice des activités. Chaque action implique l'utilisation d'outils disposant de sorties précises, qui peuvent être matérielle ou non. Il est possible d'établir une durée moyenne de chaque action et, le cas échéant, un délai précis durant lequel elle est mise en oeuvre.

Pour ce type d'approche, deux outils ont été adoptés pour préparer le protocole, un tableau descriptif et le flux de processus.

Un processus général décrit brièvement les modules spécifiques, qui, à leur tour, sont détaillés dans un tableau de processus (défini dans la section 3.1). Le processus général comprend les modules suivants :

- ↪ Publicité du projet auprès des bénéficiaires potentiels ;
- ↪ Sélection des bénéficiaires ;
- ↪ Production des activités de renforcement des compétences ;
- ↪ Centre de développement et d'évaluation des compétences ;
- ↪ Théâtre ;
- ↪ Animation web ;
- ↪ Activités entre pairs ;
- ↪ Auto-entrepreneuriat ;
- ↪ Auto-promotion ;
- ↪ Bien-être personnel ;
- ↪ Formations ;
- ↪ Service Civil Volontaire.
- ↪ Suivi et évaluation régulière des activités et des résultats ;
- ↪ Evaluation de l'efficacité des activités expérimentées ;
- ↪ Evaluation finale et clôture de l'expérimentation.

3.1 – Tableau des processus

Le tableau des processus décrit par ligne chaque activité de la manière suivante :

- ↪ La première colonne contient un numéro séquentiel, qui renvoie au graphique dans le schéma des flux ;
 - ↪ La seconde colonne contient des repères, qui se réfèrent aux activités indiquées dans les tableaux utilisés pour décrire le processus ;
 - ↪ La troisième colonne contient une description détaillée de l'activité ;
 - ↪ La quatrième colonne indique le délai maximum nécessaire pour l'achèvement du processus, un temps de référence pour la mise en place de l'activité peut également être donné ;
 - ↪ La cinquième colonne identifie les agents impliqués dans l'activité ;
 - ↪ La sixième colonne identifie les bénéficiaires de l'activité (directe ou indirecte) ;
 - ↪ La septième colonne indique la sortie matérielle ou immatérielle de l'activité .qui peut n'être qu'un enregistrement de la mise en oeuvre ;
 - ↪ La dernière colonne indique, le cas échéant, les matériels ou les outils utilisés au cours de l'activité.
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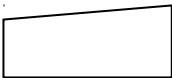
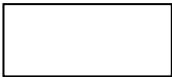
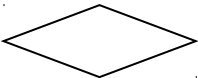
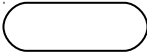
3.2 - Flux

Les diagrammes de flux sont des outils simples pour décrire les processus, illustrer leur structure, l'interdépendance des activités constitutives et l'ordre de leur exécution.

Le flux souligne également l'instantanéité et les retours entre les diverses activités et le chevauchement des différentes fonctions. Non essentiel pour des séquences d'évènements simples et linéaires, il est l'outil idéal pour décrire des processus complexes. Dans le protocole, les graphes de flux ont été utilisés uniquement pour les processus les plus complexes.

Le diagramme des flux est une représentation graphique d'un processus, réalisé en fonction des procédures standards de manière à rendre la compréhension aussi claire et simple que possible.

Un diagramme de flux utilise les symboles standards suivants :

Symbole	Signification
	Indique le début du diagramme
	Indique le rôle d'un processus ou d'une activité
	Indique deux alternatives à une décision
	Connecteurs entre les différents symboles pour représenter la séquence logique et chronologique
	Indique la fin du diagramme

Décrire un processus par un diagramme de flux implique la création d'un graphe orienté :

- il comporte un bloc de démarrage et un bloc de fin uniques ;
- il comporte autant de blocs d'activité que d'activités (ou séquences d'activités) ; chaque bloc d'activité et/ou décision peut être étiqueté en fonction de sa signification ;
- il est divisé en colonnes correspondant aux acteurs (rôles fonctionnels) impliqués dans le processus, de sorte que chaque sous-processus ou activité représenté soit lié à l'agent responsable de sa mise en oeuvre ;
- tous les blocs contenus dans le diagramme de flux sont reliés par des flèches indiquant la séquence logique ou chronologique.

4- VOCABULAIRE DES CONCEPTS ET DES TERMES

Concept/ Terme	Description	Plus de détails
Processus	Séquence d'actions temporelles et liées causalement entre elles, conçue pour atteindre les objectifs, dans laquelle la sortie d'une action sert d'entrée à une autre.	
Evaluation	L'évaluation est utilisée pour déterminer la technique individuelle, la gestion et les compétences sociales essentielles à un emploi ou au développement d'un plan de carrière. L'évaluation est effectuée par des observateurs extérieurs sur une période de temps limitée (de 1 à 3 jours) à l'aide d'une série de tests individuels ou en groupe, d'un entretien individuel et éventuellement d'une réunion de restitution. A la fin du processus, les évaluateurs rédigent un profil des compétences évaluées pour chacun des participants.	http://www.orga.eu/index.php?page=assessment-e-development-center-3 http://www.metodoselezione.it/scheda.asp?id=38 http://www.developmentcenter.it/
Centre de développement	Activité pour renforcer l'autonomisation des individus. Grâce à la cartographie des compétences attendues d'un profil professionnel et à l'évaluation des capacités de la personne, un rapport est rédigé. Il souligne leurs compétences, forces et domaines d'amélioration pour adapter la planification de la formation, des activités de développement ou des plans de carrière.	http://www.orga.eu/index.php?page=assessment-e-development-center-3 http://www.metodoselezione.it/scheda.asp?id=38 http://www.developmentcenter.it/
Plan individuel d'action	Le plan individuel d'action, signé par le travailleur, la partie mise en œuvre et le centre d'emploi (validation) contient le plan opérationnel des services (nature et durée) convenu selon le profil d'employabilité de l'individu et les services disponibles localement.	http://www.provincia.torino.gov.it/sportello-lavoro/centri_impiego
Education par les pairs	Stratégie éducative conçue pour déclencher le processus naturel du transfert des connaissances, des émotions et des sentiments au groupe de pairs. Cette pratique va au-delà de la situation purement éducative et est une véritable opportunité d'échanger librement pour l'individu adolescent, le groupe de pairs ou la classe d'école.	http://www.peer-education.it
Théâtre pour la formation	Activité fournissant les moyens de compréhension et d'interprétation de la réalité psychosociale. La compréhension de cette	http://www.personeinscena.it

psycho-social	dimension favorise un changement dans les comportements et permet d'orchestrer une évolution des attitudes individuelles et collectives. Il s'agit également d'un processus de développement socio-culturel. Il peut être utilisé pour diverses finalités dans des contextes variés avec les objectifs suivants : - communication - socialisation - sensibilisation - développement culturel Le théâtre pour la formation psychosociale facilite l'intégration des individus, des groupes et des communautés dans leur environnement.	
CVVidéo	Le CVVidéo est un outil d'orientation utilisé à la fin du programme dans lequel la formation des participants et les expériences professionnelles ont été analysées. Le CVVidéo force l'individu à systématiser ses expériences, en soulignant les points forts qui doivent être mis en avant au cours de l'entretien d'embauche. Le CV est filmé de manière professionnelle et monté pour fournir des images et des contenus de qualité. Il est important que le CVVidéo soit de bonne qualité. Le participant peut ensuite envoyer aux employeurs potentiels le CVVidéo avec une copie papier.	

5 - ANNEXES

5.1 - L'entrée sur le marché du travail via les centres pour l'emploi

Les 13 centres pour l'emploi offrent aux citoyens et aux entreprises des services d'information et d'orientation relatifs aux possibilités d'emploi et de stages de formation professionnelle, le soutien en recherche active d'emploi, la pré-sélection de personnel, l'accompagnement et l'inscription en formation ou en apprentissage, l'assistance et le soutien quant à la mobilité professionnelle et géographique des employés en Europe, à travers le réseau EURES, le conseil d'orientation et le placement ciblé des travailleurs handicapés, Des bureaux sont spécialisés pour l'adéquation des besoins du marché du travail et des compétences métier, les services pour les travailleurs étrangers, le conseil spécialisé aux entreprises en matière de législation du travail et d'incitation à l'emploi.

PRESELECTION

Consentement de l'individu à un emploi immédiat (décret 181/2000).

Présentation des services offerts par le Centre pour l'emploi et analyse approfondie des questions liées à l'emploi;

Entretien individuel ou en groupe pour analyser les compétences et comportements et évaluer leurs adéquations avec le marché du travail;

Entrée des données dans la base de données pour la correspondance avec les besoins du marché du travail.

Outils : SILP *Sistema Informativo Lavoro Provinciale* (Système Provincial d'Information sur l'Emploi)

CORRESPONDANCE AVEC LES BESOINS DU MARCHE DU TRAVAIL

Analyse des emplois recherchés par les entreprises

Identification des exigences relatives à la recherche dans les bases de données

Entretiens individuels ou en groupes avec les candidats potentiels

Recommandation pour les curriculum vitae

La recherche peut également être faite à l'extérieur (le site web "Bacheva Lavoro" (affichage d'emplois), des journaux, etc.).

Outils : flyer, site Bacheva Lavoro, médias spécialisés et périodiques de l'industrie. Campagne de SMS pour convoquer les candidats, option pour les entreprises d'effectuer des enquêtes en ligne via le CercaProfili.

EMPLOIS DES TRAVAILLEURS HANDICAPES (Loi 68/1999)

Analyse des besoins de l'entreprise et emplois vacants

Evaluation de la compatibilité entre la capacité de travailler, les compétences professionnelles et les besoins de l'entreprise

Entretiens de présélection et d'orientation

Suivi post-emploi des personnes placées par d'autres services régionaux (ASL, SERT, consortiums, ...)

Développement de projets de placement ad hoc.

Services de conseil et d'assistance à la personne, en collaboration avec d'autres services régionaux (ASL, SERT, consortiums...) en ce qui concerne la législation du travail.

Outils : base de données (SILP), projets ad hoc (fonds régional pour les handicapés).

APPRENTISSAGE ET FORMATION PROFESSIONNELLE

Analyse des besoins de l'entreprise

Pré-sélection des candidats

Intermédiation entre l'entreprise et l'individu pour la participation au projet

Accord pour le début de l'apprentissage

Surveillance du programme par un conseiller emploi

Services de conseil à l'entreprise pour l'évaluation de la mise en place ultérieure

Outils : Accord (projet de formation)

EURES - Service de l'emploi européen

Services offerts dans les centres d'emploi selon les besoins du marché du travail pour faciliter la mobilité géographique en Europe.

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La septième année du programme cible les intervenants capables d'impulser le développement de politiques adaptées et effectives de l'emploi et des législations sociales dans l'Europe des 27, EFTYA-EEA, les pays candidats et pré-candidats.

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ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Publicizing project activities to potential beneficiaries	OBJECTIVES OF THE ACTION: to reach target group, sensitize and facilitate the access/arrival to PES Multimedia means (already available and/or specifically created) and institutions are used to diffuse project's contents in Ivrea PES area. Press releases supporting multimedia means are diffused. A project factsheet is given to people asking for information. Project is presented during plenary session at PES after ordinary or specific convocations.	1° release: 20th July – 12th September 2° release: September 3° e 4° releases: to be defined in accordance with PES total XX days of information highlight plenary 20/24/27 September 2012	project team Graphics Director Web designer	potential applicants belonging to the target	poster video Facebook page website experimentation factsheet	Facebook PES desk Opportunities Desk Local young Plan Desks SMS from PES to enrolled target group
2	Online applications submission	Interested applicant fill in the online application form with at least the following data: - Full name; - residence; - age; - degree; - presence of requirements; - contact details (mobile).			Interested applicant	Application e-mail	e-mail pre-application form available on project website or EventBrite





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3	Applications submission at PES	Interested applicants can go to: ↳ Ivrea PES ↳ Opportunities Desk of Ivrea; ↳ Local Young Plan Desks (Caluso, San Giusto, San Giorgio...) to meet dedicated operator who provides information about the project, and collects an application form that includes at least: ↳ Full name; ↳ residence; ↳ age; ↳ degree; ↳ presence of requirements; ↳ contact details (mobile).	↳	↳ PES desk operator in charge of applications collection ↳ Project operator in charge of applications collection	↳ Interested applicant	↳ Application form	↳ application form support in form filling by public desks
4	Applications collection	OBJECTIVES: to reach the applications needed to guarantee the selection of 20 beneficiaries complying project's requirements. Applications submitted within foreseen deadline are collected in a summary list available to partners for selection assessment.	↳ Applications deadline 27th September 2012	↳ Project coordinator and Ivrea PES responsible ↳ PES desk operator in charge of applications collection ↳ Project operator in charge of applications collection	↳ Interested applicants	↳ Applications summary	↳ applications synoptic file
5	Beneficiaries selection	OBJECTIVE: to verify the compliance with project requirements and to reach at least 20 beneficiary plus other ten as reserves. Data declared by applicants during application are crossed with project requirements to verify their existence. PES project operator meet each applicant to deepen project contents and verify motivation.	↳ 25 /26 September ↳ 1/ 5 October	↳ Ivrea PES operator	↳ Applicants	↳ Applicants' list	↳ Motivational individual interview card detecting motivation
6	Composition of		↳ Half October	↳ Ivrea PES	↳ Applicants	↳ Applicants' list	↳ E-mail





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	applicants list for Development Center	The application acceptance is communicated to applicants having requirements and adequate motivation. Applicants not accepted are informed and convened at PES for information meeting about ordinary services offered. The following services are offered: focus group for active job search, guidance counselling on new labour contracts and actual or future projects. In case the minimum number of 20 candidates to Development Centre is not reached, 10 reserves are contacted following the ranking.		operator			☞ Phone call ☞ Service Pact
7	Re-opening applications collection	PES project operator meet each new applicant to deepen project contents and verify motivation.	☞	☞ Ivrea PES operator ☞ Project operator	☞ Applicants	☞ Applicants' list	☞ Motivational individual interview card detecting motivation
8	Service Pact signature	Admitted applicants are convened at PES by phone call to sig the Service Pact.	☞ 18 th October	☞ Ivrea PES operator	☞ Applicants enrolled in the project	☞ Service Pact signed	☞
9	Development Centre and skills evaluation	OBJECTIVE: assessment of transversal skills/attitudes of 20 beneficiaries, to structure the individual reinforcement project. Activity is organized in: ☞ focus group; ☞ individual interviews ☞ specific activities in special settings Beneficiaries are organized into two groups on the basis of homogeneous skills/attitudes.	☞ From 18 th to 24 th October ☞ 13 hours per beneficiary (individual and group activities)	☞ Development Center expert ☞ Ivrea PES operator ☞ Project operator	☞ Applicants	☞ Attendance register ☞ SILP database	☞ survey forms/grids
10	Meeting with project team	Projects's beneficiaries meet project team in plenary session. While signing project partnership is presented and european dimension of the project is valorized.	☞ 29/10/2012	☞ Project partners	☞ beneficiaries	☞ Meeting minute ☞ Attendance register	☞
11	Composition of list of reinforcement activities beneficiaries	Following Development Center results, the list f beneficiaries going on with the activities is defined. In case of applicants not considered as eligible for next activities, they are addressed to other opportunities offered by PES, such as: focus group for active job search, guidance counselling on new labour contracts and actual or future projects.	☞	☞ Development Centre expert ☞ Project team	☞ Beneficiary	☞ Applicants list	☞
12			☞	☞ Project team	☞	☞	☞



	Individuation of replacing applicants						
13	Individual skills reinforcement project definition	(see Development Center process)	✍	✍	✍	✍	✍
14	Sharing of individual project with beneficiary	(see Development Center process)	✍	✍	✍	✍	✍
15	Signature of Individual Action Plan (PAI) and starting of reinforcement activities	Individual Action Plan is presented and shared with the beneficiary. Beneficiary signs PAI and takes one copy of it.	✍	✍ Ivrea PES operator ✍ Project operator	✍ Beneficiary	✍ PAI	✍
16	Provision of skills reinforcement activities	See specific processes.	✍	✍	✍	✍	✍
17		Reinforcement activities monitoring is done through:	✍ September	✍ Ivrea PES	✍ Young people	✍ Meeting's	



	Periodical monitoring and check of activities and results	↻ Periodical meetings between project operator and beneficiary (on periodical basis or under request) to evaluate each reinforcement activity and the state of the art of the overall PAI; ↻ Periodical meetings among reinforcement activities expert, project operator and PES operator to evaluate the achievement of individual aims foreseen in PAI; ↻ Periodical meetings of project team to evaluate the effectiveness of reinforcement activities. At the same time an evaluation of overall project results is done, through: ↻ Evaluation of data released by involved organizations: the aim is to evaluate if a local network among enterprises, education and local work services has been constructed (as local services network is organized; new initiatives promoted; agreement form target inclusion and new organisation modalities in services); ↻ Comparative analysis of data collected through questionnaires, involving target group: the aim is to evaluate if any empowerment in target group is registered (n° of persons passing from Cv to skills portfolio, n° of persons finding a job, n° of persons attending training courses, n° of persons having job contact/interviews) ↻ Direct observation and interviews to target group and to trainers involved in project (to evaluate effects on target skills in comparison to entry assessment) Furthermore an evaluation of overall project effectiveness is done, through: ↻ Administration of specific tools to evaluate social process quality of project team ↻ Debriefing meetings with action learning methodology: group discussion, analysis of group's weakness and strengths and development plans.	2013	↻ operator ↻ Project operator ↻ Reinforcement activities expert ↻ Project partners ↻ Evaluators	↻ participating in the project ↻ Stakeholders	minutes	↻ Questionnaires ↻ Interviews ↻ Direct observation
18	Effectiveness evaluation of	Any deviation from project objectives is managed by responsible	↻ In itinere	↻ Evaluators	↻ Young people participating in the project ↻ Stakeholders	↻ Quantitative and qualitative synthesis reports	↻ Participant observation/group discussion ↻ Questionnaires on project team quality satisfaction ↻ Monitoring forms on project's actions effectiveness ↻ Individual and group interviews
				↻ Ivrea PES operator	↻	↻ Meeting's minute	↻



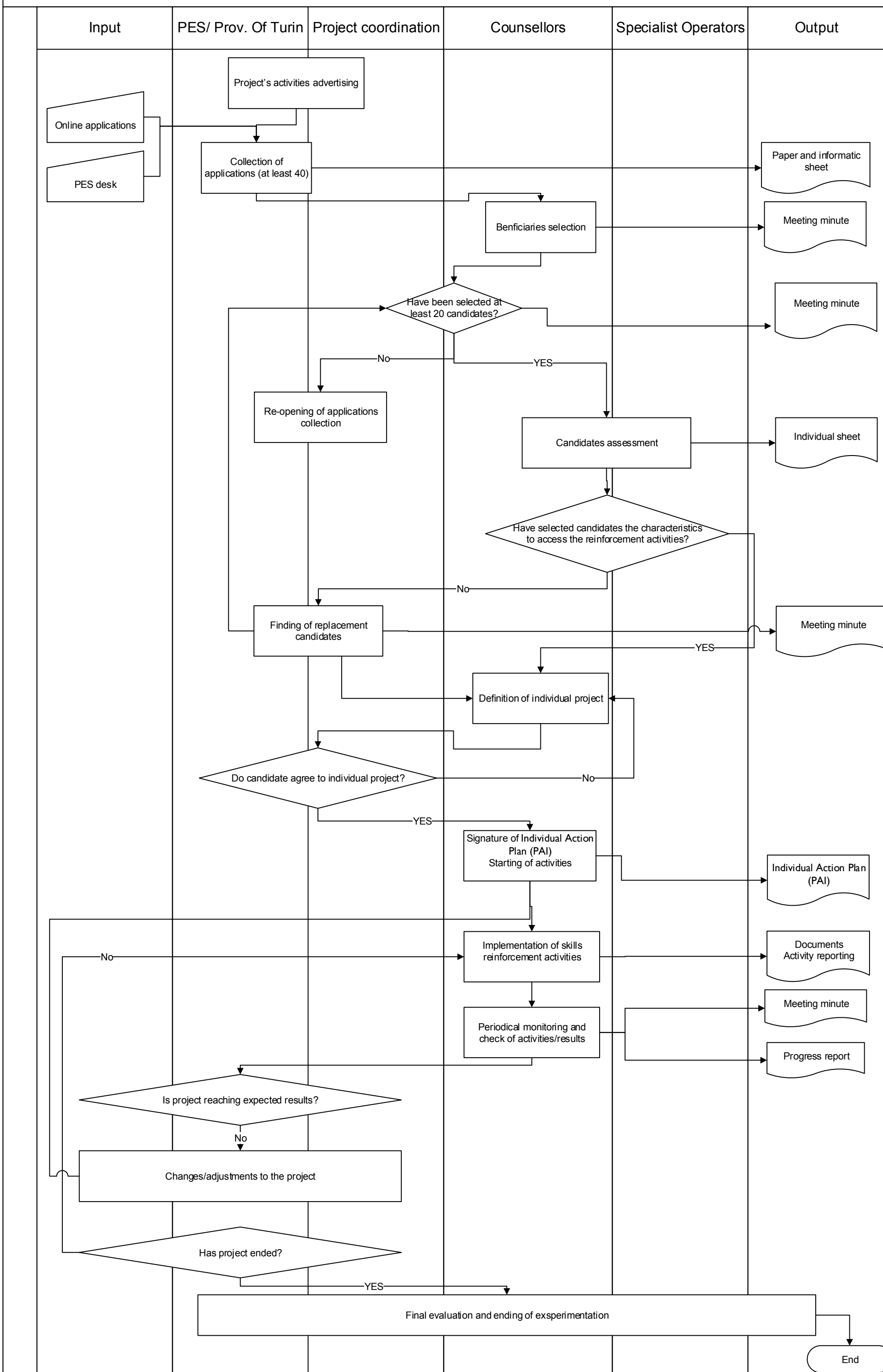
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	experimentation activities	operators and adjustment interventions are evaluated.		↗ Project operator ↗ Reinforcement activities expert ↗ Project partners			
19	Changes and review to experimentation e	Adjustment interventions are realised by responsible operators	↗	↗ Ivrea PES operator ↗ Project operator ↗ Reinforcement activities expert ↗ Project partners	↗ Young people participating in the project	↗	↗
20	Final evaluation and closing of experimentation	The following elements are evaluated: ↗ Increase in beneficiaries' transversal skills/attitudes through final Development Centre final activities ↗ Reinforcement activities' effectiveness according to individual growth aims, through evaluation and reprocessing meetings with beneficiaries and between experts and project team; ↗ Beneficiaries' satisfaction in relation to experimentation activity, through meetings and specific questionnaires; ↗ l'inserimento lavorativo/ la ripresa di un percorso formativo dei beneficiari; ↗ transferability/applicability of experimentation actions taken into account the context in which they have been developed, through meetings between experts and project team.	↗	↗ All	↗	↗ Meeting's minute ↗ Satisfaction questionnaires	↗



General Project Process





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ACTIONS PROTOCOL	Drafting:	
	Release date:	

OVERALL PROJECT

INFORMATION DIFFUSION PROCESS

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Communication campaign, aimed at involvement of experimentation beneficiaries , goals and recipients setting	Key objectives of information process are defined: awareness and involvement of target in the experimentation, dissemination of experimentation results to professional community and stakeholders. The activities include: ↳ target analysis ↳ building of multi-subject and multi tool communication campaign	↳ 1 month	↳ S&T ↳ Project partners ↳ Communication experts	↳ partners	↳ Document	↳ meetings ↳ e-mail
2	Communication campaign's contents and means definition	Definition of: ↳ messages ↳ stories/settings of campaign subjects ↳ blog structure and contents Tools are evaluate and selected on the basis of expected effectiveness.	↳ 2 months	↳ S&T ↳ Communication experts	↳ partners	↳ Communication Campaign draft	↳ meetings ↳ e-mail
3	Sharing of communication campaign	Campaign materials are diffused to partners.	↳ 1 month	↳ S&T ↳ Project partners	↳ partners	↳ Meeting's minute ↳ E-mail	↳ meetings ↳ e-mail
4	Evaluation and validation of communication campaign	Comments and observations are collected to integrate and modify the campaign.	↳ 1 month	↳ S&T ↳ Project partners	↳ partners	↳ Meeting's minute ↳ Communication Campaign integrated and/or corrected	↳ meetings ↳ e-mail
5	Communication tools realisation	↳ Blog realisation ↳ Videos recording ↳ Posters and card layout using video subjects 5 videos are foreseen: ↳ 2 opening ↳ 3 during project (of which 1 realised directly by young people participating in the project)	↳ 1 month	↳ S&T ↳ Web designer ↳ Communication experts	↳ Target group	↳ "Beta" version of informatics tools ↳ Drafts of paper tools	↳ e-mail



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6	Sharing of specific communication tools and their contents	Link to blog beta version is sent. Videos and paper materials drafts are sent.	↻	↻ S&T ↻ Project partners	↻ partner	↻ e-mail	↻ e-mail
7	Evaluation and validation of tools	Comments and or observations are collected. Tools are integrated and modified if needed.	↻ 15 days	↻ S&T ↻ Project partners	↻ partner	↻ “Beta” version of informatics tools corrected ↻ Drafts of paper tools corrected	↻ meetings ↻ e-mail
8	Online publication of digital communication tools	Blog animation on project website start. Facebook page is activated and animated. The first video is charged on YouTube. Web tools animation by participants are described in a dedicated process.	↻ 15 days	↻ S&T	↻ Target group	↻ website/Blog on internet ↻ Video on YouTube channel ↻ Facebook Page	↻ internet
9	Paper communication materials production	Cards and posters 1° and 2° subject are printed.	↻ 7days	↻ S&T	↻ Target group	↻ Posters ↻ Cards ↻ Press releases	↻
10	Paper communication materials diffusion	Posters are posted up. Cards are distributed in all Municipalities of IVREA PES competence area	↻ 15 days	↻ S&T ↻ Project partners ↻ Municipalities of IVREA PES competence area	↻ Target group	↻ Posters ↻ Cards ↻ Press releases	↻
11	Information about project catching	Interested young people catch information about the project through implemented tools	↻	↻	↻ Target group	↻	↻
12	Evaluation of interest in the project	Interested young people choose to enroll in the project	↻	↻	↻ Target group	↻	↻
13	Evaluation of registration modalities	Interested young people choose the preferred registration modality: ↻ paper registration or ↻ online registration on Eventbrite Modalities and tools for enrollment are previously defined by project team.	↻ 7days	↻	↻ Young people interested in the project	↻ Registration form	↻ word ↻ internet





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14	Registration to the project via telematics	Using links to EventBrite dedicated page on blog and Facebook, interested young people can register to the project	↻ 2 months	↻	↻ Young people interested in the project	↻ registration form filled in on EventBrite system e-mail to S&T registrations summary file e-mail confirming registration to young people	↻ EventBrite excel
15	Access to territorial information desks	Interested applicants can go to: ↻ Ivrea PES ↻ Opportunities Desk of Ivrea; ↻ Local Young Plan Desks (Caluso, San Giusto, San Giorgio...) to meet dedicated operator who provides information about the project, and collects an application form that includes at least: ↻ Full name; ↻ residence; ↻ age; ↻ degree; ↻ presence of requirements; ↻ contact details (mobile)	↻ 2 months	↻ PES desk operators	↻ Young people interested in the project	↻	↻
16	Registration to the project via face to face	Applicant fills in the application form at the desk	↻ 2 months	↻ PES desk operators	↻ Young people interested in the project	↻ registrations summary file	↻ excel
17	Collection and processing of received applications	An excel database including all received applications is realised.	↻	↻ S&T	↻ Registered young people	↻ registrations summary file	↻ excel
18	Applications summary file transmission to partners responsible for assessment	Applicants excel database is sent to assessment responsible.	↻	↻ S&T ↻ Project partners	↻ partner	↻ registrations summary file	↻ excel
20	Carrying on of activities foreseen in Communication Plan	Video/poster and cards 3°, 4° e 5° subject are realised and diffused.	↻ 9 months	↻ S&T ↻ informatics transversal skills reinforcement ↻ trainers	↻ Registered young people ↻ stakeholders	↻ various communication materials	↻ internet





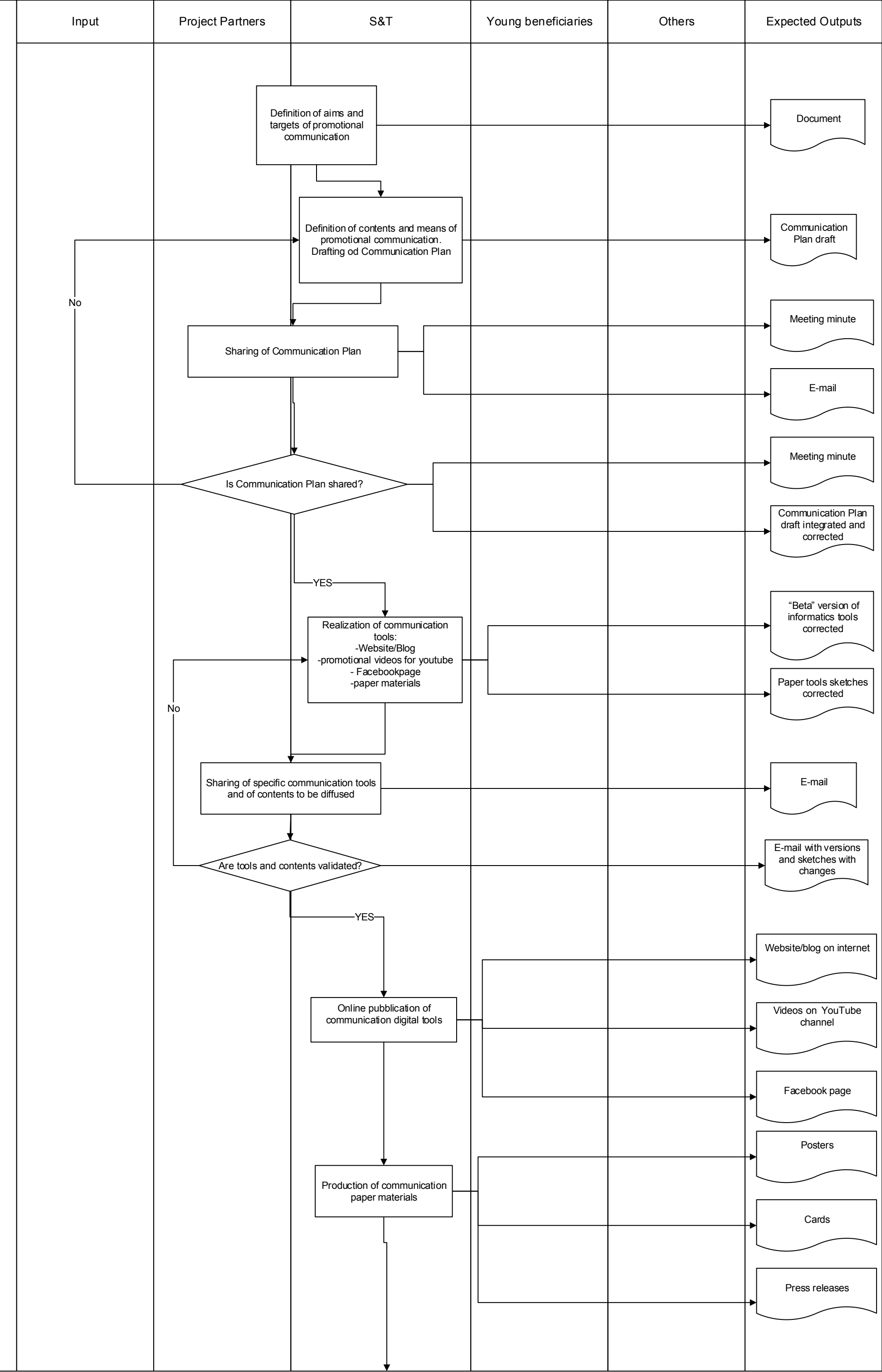
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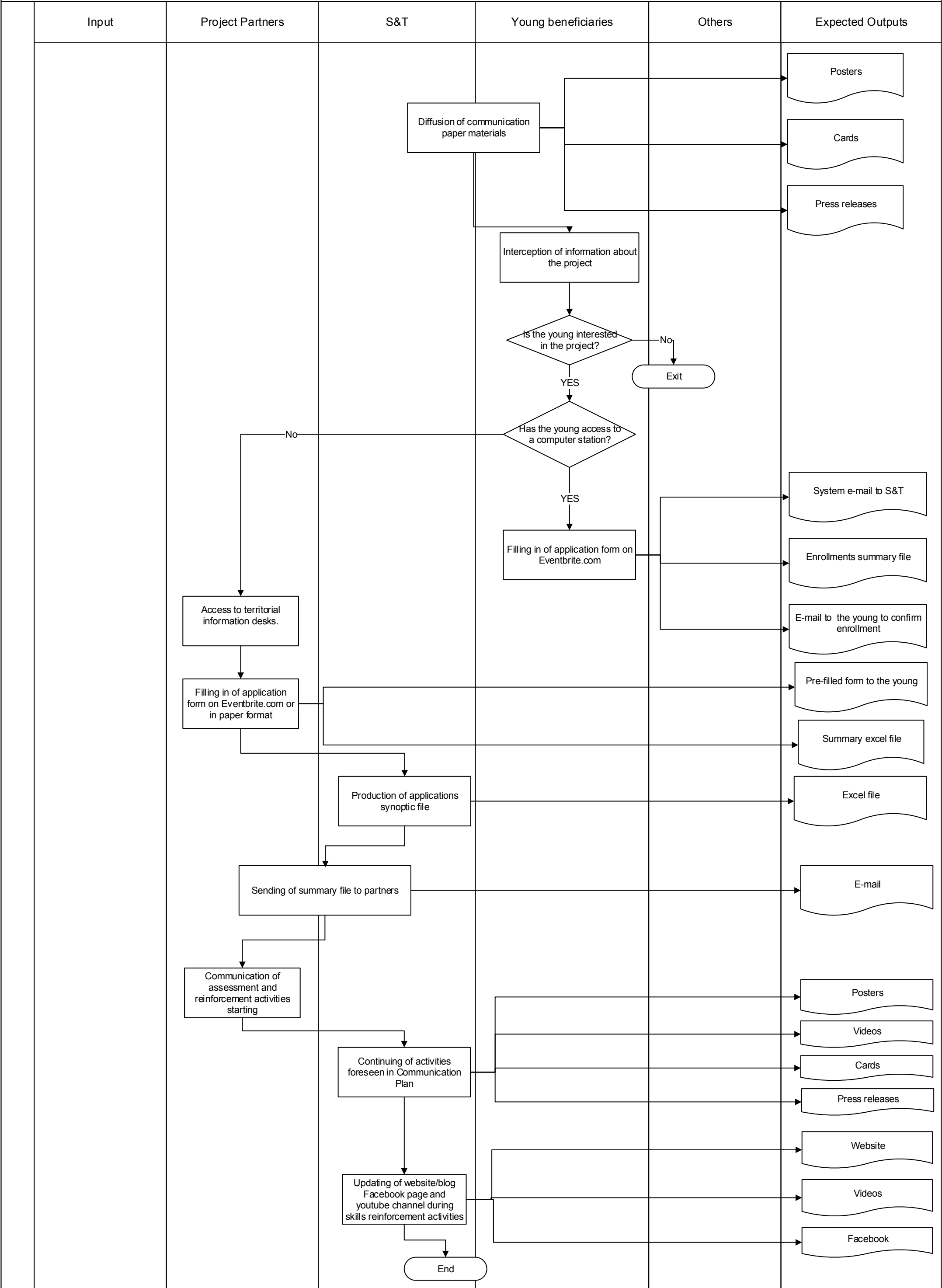
21	Periodic updating of paper and informatics communication tools	Participants carry on blog and Facebook page updating and animation (see web animation process).	↪ 9 months	↪ S&T ↪ Communicati on experts	↪ Young people involved in informatics transversal skills reinforcement activities	↪ website/Blog on internet ↪ Video on YouTube channel ↪ Facebook Page	↪
22	Final workshop for results and good practices diffusion	XXXXXXXXXXXXXXXXXXXX	↪	↪	↪	↪	↪



Process «Information diffusion»



Process «Information diffusion»





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ACTIONS PROTOCOL	Drafting:	
	Release date:	
OVERALL PROJECT		
DEVELOPMENT CENTER PROCESS		

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training of PES operators involved in selection process	Objective: to define basic needed skills / attitudes; to explore motivating factors; to prepare an interview grid on the basis of foreseen skills and key questions to analyze motivation. Starting from key competencies considered necessary for participation in the programme a trace of semi-structured interview is defined, to help the selector in identifying skills / attitudes owned by applicant. Skills / attitudes are measured through a selection board in which a numerical value will be given to each skill / attitude detected. During the meeting the interview grid is discussed too.	↪ 6th September 2012	↪ Assessment expert	↪ PES desk operator in charge of applications selection	↪ Evaluation form shared ↪ interview grid	↪
2	Individual meeting to present project in depth	Applicant is convened at PES to be informed about project and services offered by PES. Registration in unemployment list is made if needed.	↪	↪ project referent in PES	↪ interested applicant	↪	↪
3	Confirmation of admittance of the applicant at the project	Following information collected in meeting, applicant confirm his will to participate in project's activities.	↪	↪ PES desk operator in charge of applications collection	↪ interested applicant	↪ registration form enrolment in PES	↪ SILP (database)
4	Selection interviews of applicants	Applicant is interviewed by PES to collect preliminary data: ↪ registry; ↪ training career; ↪ work status ↪ motivational needed to complete enrolment.	↪	↪ PES desk operator in charge of applications collection	↪ Applicants	↪ Selection form filled in	↪ Selection form



5	Selection interviews results analysis	Interview results are analyzed according to project requirements.	↺	↺ project referent in PES ↺ project partners;	↺	↺ Meeting minute	↺ Selection form Meeting
6	Evaluation of selected applicants' skills/attitudes level	Applicants meeting project requirements are admitted to project activities. Applicants not accepted are contacted and informed about the results and other opportunities offered by PES.	↺	↺ project referent in PES ↺ project partners;	↺ Applicants	↺ Applicants list confirmed enrolment in PES	↺ SILP (database)
7	Signature of Service Pact	Admitted applicants are convened at PES by phone call to sign Service Pact.	↺	↺ project referent in PES	↺ Applicants	↺ Service Pact signed	↺ Individual interview
8	Drafting of auto-evaluation questionnaire (for assessment)	Drafting of a basic questionnaire to be used by operators conducting assessment, useful to understand how participants feel themselves	↺	↺ Assessment expert	↺	↺ (Auto) evaluation questionnaire (for assessment)	↺
9	Administration of auto-evaluation questionnaire (for assessment)	During assessment a questionnaire is administrated (max compiling time 30 min.)	↺	↺ Assessment expert	↺ Beneficiary	↺ (Auto) evaluation questionnaire (for assessment) filled in	↺ Assessment methodologies (Auto) evaluation questionnaire (for assessment)
10	Group assessment	Objective: to evaluate skills/attitudes of potential beneficiaries and their self-awareness in order to understand skills to be reinforced and attitudes on which to rely during next training phase. The activity is divided into: ↺ Division into two homogeneous groups of potential beneficiaries and administration of the self-assessment questionnaire after illustration of the process in which they will be involved. ↺ Presentation in plenary session in front of other potential beneficiaries by talking about themselves and to make clear the motivation driving them to participate in the project and their expectations. ↺ Group dynamic: discussion on a given topic, leading group to develop a shared solution at the end of a fixed time. ↺ Compilation of a feedback card on what expressed within the group dynamic. Auto and hetero-assessment of the other applicants to understand the level of awareness of context.	↺	↺ Assessment expert	↺ Beneficiaries	↺ Auto check registration role play form	↺ Role Play sketch ↺ Role Play form ↺ Auto check

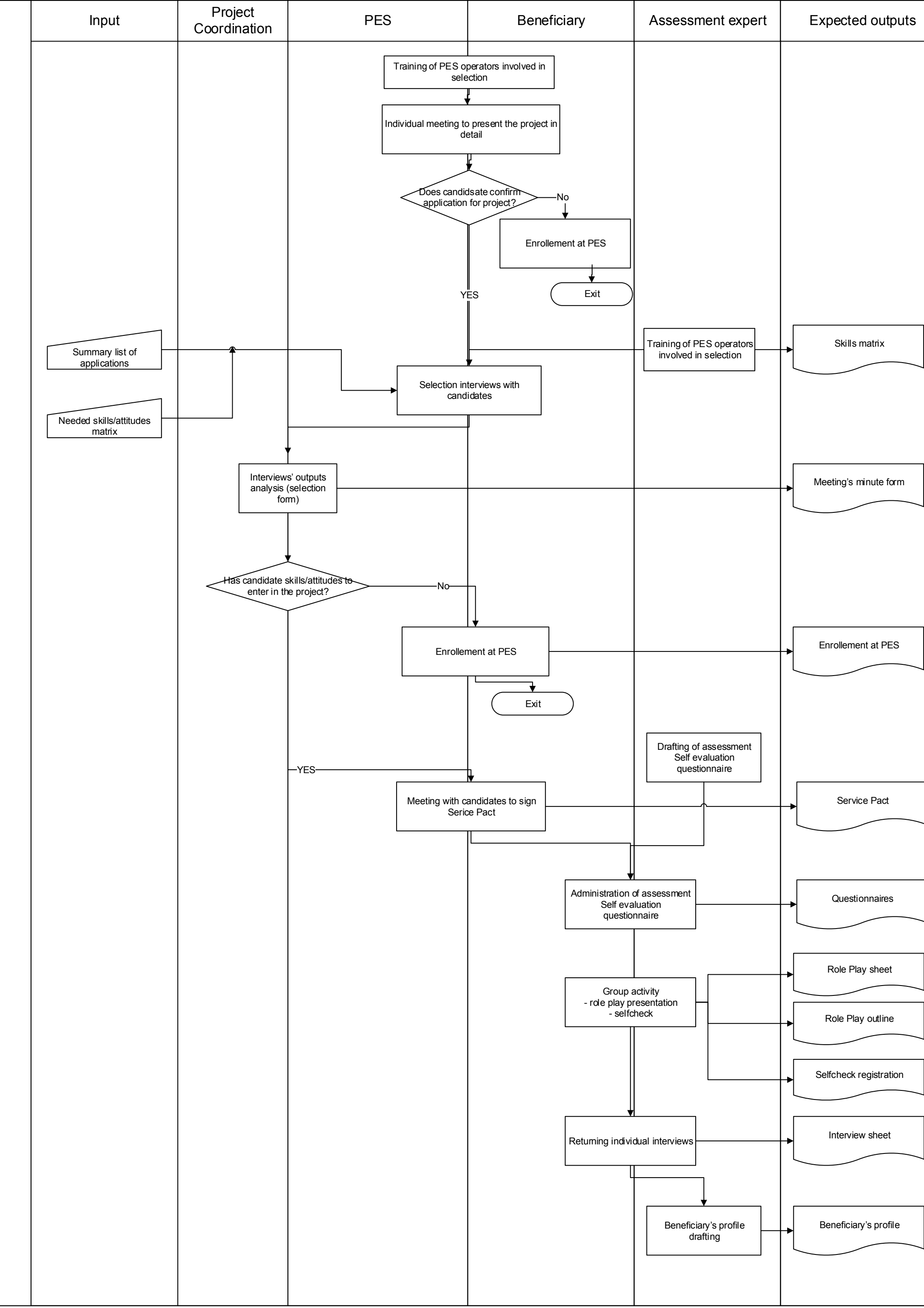


11	Individual interviews giving back assessment results	Objective: to give to each participant a feedback in order to reinforce their skills and to valorise their attitudes with particular emphasis on teamwork.	↺	↺ Assessment expert	↺ Beneficiary	↺ interview form filled in	↺ interview form
12	Drafting of beneficiary profile	The profile contains information useful for the trainers in charge of improving participants skills / attitudes in the later stages. The profile highlights strengths to be valorized and areas for improvement on which to act. Particular emphasis is placed on self-perception in order to work in conjunction with the context analysis.	↺	↺ Assessment expert	↺	↺ Beneficiary's profile	↺
13	Evaluation of selected applicant profile adequacy	On the basis of assessment and individual interviews 20 beneficiaries are selected. Only applicants presenting strong characteristics contrasting with project aims and potentially risky for further training are not admitted.	↺	↺ project referent in PES ↺ Project Partners ↺ Assessment expert	↺	↺ Admitted applicants list ↺ enrolment in PES	↺ SILP (database)
14	Sharing of beneficiary profile	Meeting with project operators and trainers for sharing and returning assessment and individual interviews findings and presenting individual profile cards.	↺	↺ project referent in PES ↺ Project Partners ↺ Assessment expert ↺ Trainers	↺	↺ Beneficiary's profile ↺ Meeting minute	↺ e-mail ↺ meeting
15	Drafting of individual project (PAI Individual Action Plan)	At the end of Development Center data needed to plan reinforcement activities are available. Data needed for Individual Project definition consist of: ↺ individual skills / attitudes ↺ expectations and objectives expressed by the beneficiary ↺ reinforcing opportunities foreseen by the project On the basis of these data, the project referent in PES proceeds to: ↺ Definition of objectives: it consists in clarifying and detailing the general and specific objectives, referred to each beneficiary, to be pursued through the implementation of planned activities and processes; ↺ Reinforcement activities planning, including: ○ Skills reinforcing activities to be chosen among those specified in the project. In particular: ▪ theatre for psychosocial training and sensibilisation ▪ management activities of web	↺	↺ project referent in PES	↺	↺ Individual Project drafted	↺

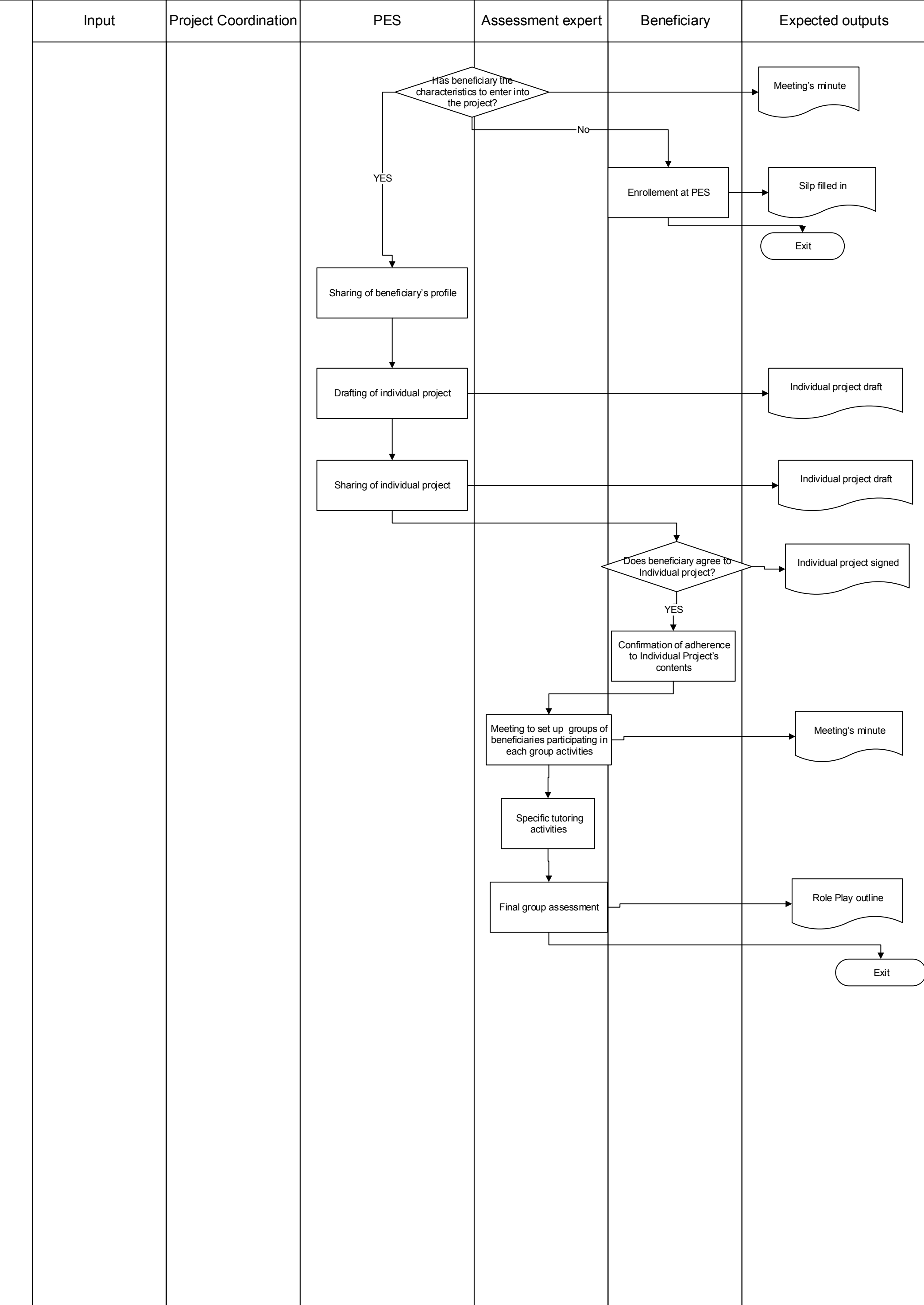


		- communication - civil service volunteer programme - CSV - personal wellbeing - traineeship in companies ○ Times and lasting of reinforcement activities ↪ Introduction and orientation to other reinforcement opportunities for, such as training: ○ providing tools for active research; ○ evaluating opportunities; ○ supporting the activation of opportunities.					
16	Sharing of individual project (PAI Individual Action Plan)	PAI is shared with the beneficiary, highlighting the relationship between proposed activities and foreseen objectives.	↪	↪ project referent in PES	↪ Beneficiary	↪ Individual Project drafted	↪ interview
17	Adhesion to Individual Project contents confirmation	Beneficiary formal adherence to PAI is requested, with commitment to implement planned actions and respect project rules on the basis of mutual trust.	↪	↪ project referent in PES	↪ Beneficiary	↪ Individual Project signed	↪ interview
18	Meeting to organise beneficiaries in groups to participate in specific reinforcement activities	(see reinforcement activities provision)	↪	↪ project referent in PES	↪ Beneficiary	↪ Participants in specific activities list	↪
19	Specific reinforcement activities	(see reinforcement activities provision)	↪	↪ Specific expert	↪ Beneficiaries	↪ Specific reports	↪
20	Final group assessment	Returning in front of group what learned during the project. Final role play aiming to evaluate post-intervention skills.	↪ at the end of June 2013	↪ Assessment expert	↪ Beneficiaries	↪ Role Play form	↪ Role Play sketch ↪ Role Play form

Process «Development center»



Process «Development center»





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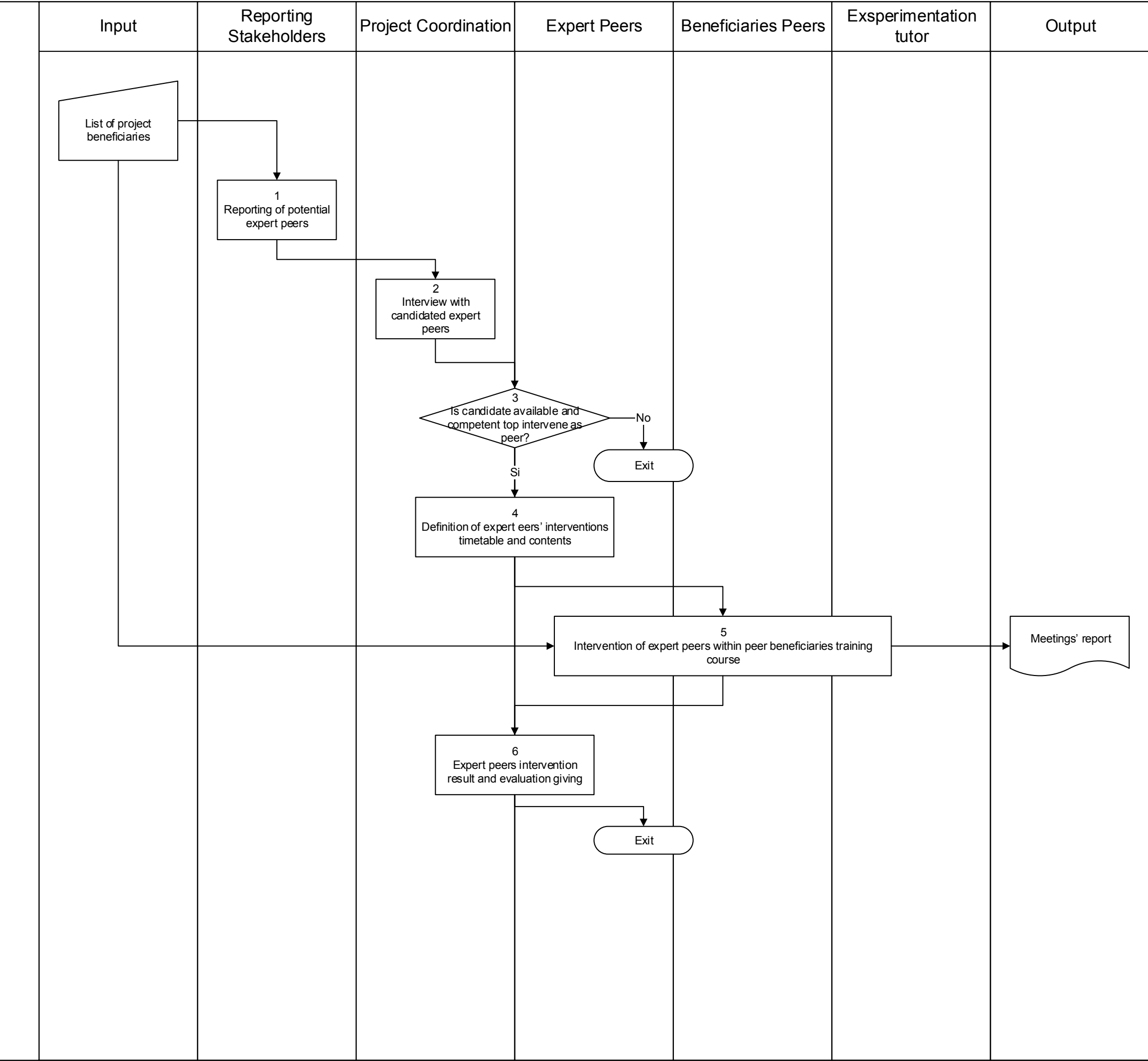


ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Reporting of potential experienced peers	Project partners contact by phone the stakeholders participating in interviews to companies to verify the possibility to report names and contact information of young people to be involved in peer phase	↻ 1 day	↻ Project Stakeholders ↻ Project Coordinator	↻ Operative project partners	↻ Peers list	↻ List of companies participating in interviews
2	Introducing interviews with reported experienced peers	Persons provided by stakeholders are contacted by telephone to assess the willingness to make an intervention within beneficiaries training activities in order to tell and transmit their stories and personal experiences.	↻ Individual phone calls lasting 15 minutes ↻ Activity lasting depending on the number of names indicated by stakeholders	↻ Project Coordinator	↻ Experienced Peer	↻ Definitive Peers list	↻ Peers Registry form
3	Evaluation of reported experienced peer in terms of availability and competence	Personal paths of peers providing their willingness to participate are analysed and their consistency with intervention in beneficiaries training is assessed. The availability of each peer is acquired in terms of days and hours in which to perform the intervention.	↻ 1 day	↻ Project Coordinator	↻ Experienced Peer	↻ List of names suitable for carrying out interventions	↻ Interview Report
4	Definition of experienced peers interventions timetable and contents	Available and consistent Peers are re-contacted and, on the basis of beneficiaries training activities planning, timing and contents of each intervention are defined.	↻ ½ day	↻ Project Coordinator	↻ Experienced Peer	↻ Interventions timetable	↻ Training calendar ↻ Intervention trace scheme
5	Experienced peers intervention during beneficiaries peers training	Peers intervene in plenary meetings at the presence of all the group of beneficiaries, telling their personal and working experience and making themselves available for the activities proposed to / from the group involving them directly.	↻ Overall 2 hours for each intervention	↻ Experienced Peers Project Coordinator	↻ Beneficiaries Peers	↻ Beneficiaries satisfaction questionnaire	↻ Presences register ↻ Questionnaire form
6	Experienced peers intervention evaluation	At the end of the intervention an immediate return to peer involved is given and stakeholders reporting peers are re-contacted to give them a feedback path.	↻ ½ day	↻ Project Coordinator	↻ Project Stakeholders	↻ Evaluation report	↻ Satisfaction questionnaire



Process «PEERS»





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ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training contents definition	Composition of beneficiaries groups according to Individual Action Plans (PAI). Course sharing and goal setting with experts. Definition of training topics. Activities scheduling.	☞ 2 hours	☞ Experts ☞ Project operators ☞ Project team	☞ Candidates	☞ Activities timetable	☞ Intervention plan
2	Classroom training provision	Training contents are: 1. <u>Active guidance on entrepreneurship</u> and different types of enterprise issues : • The Entrepreneur • The Business idea • The different types of enterprise • The services and support desks to enterprise creation (MIP, etc ...) 2. <u>Simulation of co-operative enterprise</u> , the course contains three steps broken down as follows: • 1st meeting: ○ presentation of course and activities ○ creation of a cooperative enterprise (requirements relating to the setting-up, name and logo, purpose, object, shareholders' assembly, board, organization chart, goals and vision • 2nd meeting: ○ simulation of an activity / service ○ definition of activity / service / case to be simulated and of objectives, division into subgroups and assignment of tasks / areas and functions, work sharing. ○ evaluation of activity • 3rd meeting ○ Drafting of basic Business Plan ○ Definition of professional profiles 3. <u>Experiences of success</u> : witnesses.	☞ 4 hour (max group of 10) ☞ 9 hours total in 3 meetings of 3 hours (max group of 10) ☞ 2 hours in plenary	☞ Expert ☞ Expert ☞ Entrepreneur	☞ Candidates	☞ Slides ☞ Training materials	☞ Gioca impresa ☞ Simulations ☞ Moderated Round Table
3		In relation to the proposed activities the following topics are evaluated:	☞ At the end of	☞ Expert	☞ Candidates	☞ Evaluation	☞ Satisfaction





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	Training effectiveness evaluation	↪ self-employment skills of each candidate in order to guide a subsequent path to accompany the creation of enterprise ↪ transversal key skills / attitudes	course	↪ Project operators		questionnaire report ↪ Co-operative enterprise project	questionnaire ↪ Key skills / attitudes Self-evaluation
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ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
0	Preliminary phase	Meet with tutor and a career guidance expert to share: ↳ guidance process to be taken by each participant ↳ methodological aspects ↳ aims ↳ preparatory stages to Video CV realisation	↳ 4h	↳ Expert ↳ Tutor	↳ tutor	↳ process shared	↳ meeting
1	Individual history reconstruction for CV	The relevant elements needed to draft a CV European format are highlighted in the following areas: ↳ applicant's individual history; ↳ applicant's educational and vocational training; ↳ applicant's (if any) work career. The CV in european format is drafted.	↳ 4h	↳ Expert	↳ Applicant	↳ Paper EU CV	↳ Structured interview
2	Effective communication training	Contents about the following topics are given: ↳ Communication principles; ↳ Active listening modes; ↳ Assertive behaviour.	↳ 8 h for group (max 10 people)	↳ Expert	↳ Applicants	↳	↳
3	Meetings with key players	Participants meet: ↳ entrepreneurs; ↳ Human Resources Managers; particularly successful / interesting, in order to give to young people direct evidence on: ↳ expectations ↳ requests from companies for workers considered more "employable" for them and in actual labour market.	↳ 4 h for group (max 10 people)	↳ entrepreneurs ↳ human resources managers	↳ Applicants	↳ Meeting recording	↳ Moderated roundtable





4	Video CV	Applicant's Video Cv is realised. The planned activities are: <u>preparatory phase</u> - enhancement of skills, abilities, characteristics, educational and professional experiences, interests, personal availability (in a small group); - definition of contents to be included in the video - presentation of recording scheme by watching a VideoCV - structuring of presentation for each participant - video recording simulation test <u>recording phase</u> - video recording of preparatory work with tutor - video recording ; - video editing. VideoCV resume will be sent to each participant so that he/she can forward it together with the paper Cv, in addition to be a tool used by PES. An authorisation for the use of the Vide CV by project team or PES is signed.	4h preparation 3h recording in little group (max 5 people)	- Expert - Tutor - Film technician	Applicants	Video CV	- Guidance schemes - VideoCV grid - Projector - VideoCV example - Cameras
5	Mock interview simulation	A mock job interview is simulated, in order to familiarize the applicant with the techniques and the "climate" of carrying out. They proceed to: - define the setting and the rules of the interview; - perform the simulation, at the presence of the conductor, the applicant and a "silent observer"; - assess the carrying on of the interview highlighting: - problems; - difficult situations; - strengths.	4 h for group (max 5 people)	Expert	Applicant	Report	Simulation
6	Self promotion skills evaluation	In relation to companies identified as willing to accept trainees (see activities "scouting companies"), the self-promotion skills of each applicant are evaluated in order to effectively guide the "matching" between trainee and company.		- Team - Project operator		Meeting minute	



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N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Candidate's wellbeing level evaluation		☞	☞ Project team ☞ Social theatre expert	☞ Candidate	☞ Meeting minute	☞
2	General training on wellbeing	Contents are: ☞ diet and health ☞ clothing ☞ makeup ☞ self introduction style ☞ well being and life styles	☞ 2 meeting of 3 hours each	☞ Medical expert ☞ Beautician expert ☞ Hairdressing expert ☞ Image expert	☞ Candidates	☞ Self esteem increased	☞ Slides ☞ Videos ☞ Specific technical tools
3	Individual need analysis	Presentation and changing need	☞ See above	☞ Expert	☞ Candidate	☞	☞
4	Customized counselling on need	Individual counselling	☞ See above	☞ Expert	☞ Candidate	☞	☞
5	Photo shoot preparation	Makeup and hairstyle (if requested)	☞ 1 hour	☞ Expert ☞ Photographer	☞ Candidate	☞	☞ Technical tools
6	Photo taking for paper CV	Photo set	☞ 2 hours	☞ Photographer	☞ Candidate	☞ Photo	☞ Technical tools



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OVERALL PROJECT

APPRENTICESHIPS ACTIVATION PROCESS

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Reinforcement individual project analysis and definition of company profile for matching	Individual Project is examined in order to detect characteristics of companies that could host the trainee. In particular, we define: ↳ the type of job (manual, or executive); ↳ the product sector; ↳ the characteristics of the context in relation to the individual constraints (relational and performance demands of the job and the environment, accessibility, etc ...)	↳	↳ Case Manager ↳ PES operator	↳	↳	↳
2	Search of companies with tasks consistent to reinforcement individual project	Based on the criteria identified, companies adapted to host beneficiaries are searched. The activities consist of: ↳ Identifying companies (within the target indicated by PES or within partners' database). The selection is based both on the characteristics of the company (which must present duties compatible with the skills identified in the candidates), and the geographical location, to facilitate the mobility of the candidates. <i>The company must not have ongoing staff reductions or suspensions, as foreseen by regulations on internships.</i>	↳	↳ PES operator	↳	↳ List of companies	↳ SILP (database)
3	Presentation to companies of involvement in project proposal	The selected companies are contacted by phone or mail for ↳ Presentation of project contents ↳ Involvement of companies. Willingness of company to be hosting seat is acquired, with the scheduling of a meeting in order to deepen and refine the presentation of the contact On the occasion of the meeting with company we also proceed to: ↳ Company rating. Relevant data for entry are acquired, such as: ○ expectations and demands on the worker ○ nature of the business environment and characteristics of the job ○ outcome of any previous entries	↳	↳ Case manager ↳ PES operator	↳	↳ List of companies	↳ Phone call ↳ E-mail





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4	Company adhesion to project	Company's adherence to the project is enshrined in the filling in by company of the PES model "Application request." The "Application request" is taken over by the PES, that after a "pre-matching", prepare candidate's presentation form (one or more depending on the number of candidates with profile compatible with the requirements given in "Application Request"). This form of presentation is then sent to the company in preparation for the interview.	☞	☞ Case Manager ☞ PES operator	☞ Company manager	☞ Application Request	☞ Meeting
5	Preparation of applicant for interview in company	(See Effective Self promotion Process)	☞	☞ Case Manager ☞ PES operator	☞ Applicant	☞ Video CV ☞ CV in european format	☞ Simulation
6	Presentation of applicant to company and evaluation of job entry task	After candidate presentation form also Video CV, prepared in the previous step ("effective self-promotion process ") is sent to company. Following the candidate may be accompanied in the company, for the presentation of environment and task.	☞	☞ Case Manager ☞ PES operator	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
7	Introducing interview	The interviews between candidate and company is held; upon request the case manager attend to interview as observer and communication facilitator.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞	☞ Interview face to face
8	Evaluation of requirements for applicant job entry presence	Company with support by Case Manager if needed, examine the compatibility of the candidate with its organization and needs. In case of inability of the candidate, an interview with a new candidate is scheduled.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
9	Evaluation of specialist vocational training needed for job entry	Need for any specialized training in preparation for the performance of specific duties is assessed. If candidate does not require introductory training, activity 12 is started.	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute	☞ Meeting
10	Definition of training proposal with vouchers	Depending on candidate training needs, and on training proposals available in the catalogue, subject to the compatibility of the training activities with the times of the internship, training course best suited to the need of the trainee can be activated, if funds needed are available.	☞	☞ Case Manager ☞ PES operator	☞	☞ Meeting minute ☞ Training Voucher	☞ Meeting





11	Provision of training available in catalogue	Training is delivered according to the contents of the catalogue. A support function to beneficiary is foreseen, in order to "connect" the received training to the needs of the internship.	↻	↻ Case Manager ↻ PES operator ↻ Training Agency	↻ Beneficiary	↻ Classroom register	↻
12	Preparation of documentation needed for internship activation	Documents necessary for internship activation are prepared: ↻ Activation request from the company; ↻ Internship Agreement between the Province of Turin and the Company; ↻ Internship project	↻	↻ Case Manager ↻ PES operator	↻	↻ Internship activation request ↻ Internship agreement	↻
13	Signature of documentation needed for internship activation	Documents: ↻ Activation request ↻ Agreement ↻ Internship project are signed by: ↻ Company ↻ Implementing actor ↻ Trainee ↻ PES	↻	↻ Case Manager ↻ PES operator	↻ Beneficiary ↻ Company manager	↻ Internship activation request ↻ Internship agreement	↻ Meeting
14	Working activity in internship	On the basis of internship project, the user carries out training and guidance activities within the company. The Case Manager conducts tutoring towards the trainee during the internship and will be in contact with company's tutor and management. In particular, all measures are put in place to support: ↻ The integration within the organization (hierarchy, rules, etc ...); ↻ The learning of the job; ↻ The construction of the network of relationships between the trainee and his/her colleagues and chiefs The training period varies between a minimum of 3 months to a maximum of 6 months.	↻	↻ Case Manager	↻ Trainee	↻ Hours sheet per month	↻ Work in company



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15	Periodical monitoring of internship activities	During internship all relevant elements emerged during production, are collected, such as data produced in the process, particularly those relevant since chosen as indicators of evaluation at the planning stage. By way of example: - Qualitative elements: motivation and commitment, productivity, quality of relationships, learning, etc ... - Quantitative elements: hours of presence / absence, punctuality, disciplinary measures, productivity measures, etc ...	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute ☞ PES evaluation form ☞ Self-evaluation key skills and attitudes	☞ Meeting
16	Evaluation of reinforcement in internship effectiveness	The elements detected by monitoring are assessed by Case Manager, if possible sharing with company and user himself; on the basis of this evaluation any change to the project is decided. The documents used for recording of monitoring are: - PES Evaluation Form - Auto-evaluation key skills and attitudes	☞	☞ Case Manager	☞ Applicant ☞ Company manager	☞ Meeting minute ☞ PES evaluation form ☞ Self-evaluation key skills and attitudes	☞ Meeting
17	Evaluation of further specialist vocational training to support job entry	The need for any specialized training as support / integration to the internship is evaluated. If candidate does not need training, activity 22 is started.	☞	☞ Case Manager ☞ PES operator	☞	☞ Meeting minute	☞ Meeting
18	Definition of training proposal with vouchers	Depending on training needs of candidate and proposed training voucher in the catalogue, according to the compatibility of training activities with internship timing, the training best suited to trainee's is activated.	☞	☞ Case Manager ☞ PES operator	☞	☞ Meeting minute ☞ Training Voucher	☞ Meeting
19	Provision of training available in catalogue	Training is provided according to the contents of the catalogue. Beneficiary is supported to "link" received training to internship needs.	☞	☞ Case Manager ☞ PES operator ☞ Training Agency	☞ Trainee	☞ Classroom register	☞
20	Evaluation of other reinforcement activities foreseen by Yes Me project	Need for further reinforcement activities as support / integration to the internship is assessed, among those available in the project Yes Me catalogue and active at that time. If candidate does not need further reinforcement activity 22 is started.	☞	☞ Case Manager ☞ PES operator	☞	☞ Meeting minute	☞ Meeting
21	Activation of other reinforcement activities foreseen by Yes Me project	(see specific processes)	☞	☞ Case Manager ☞ PES operator	☞	☞	☞



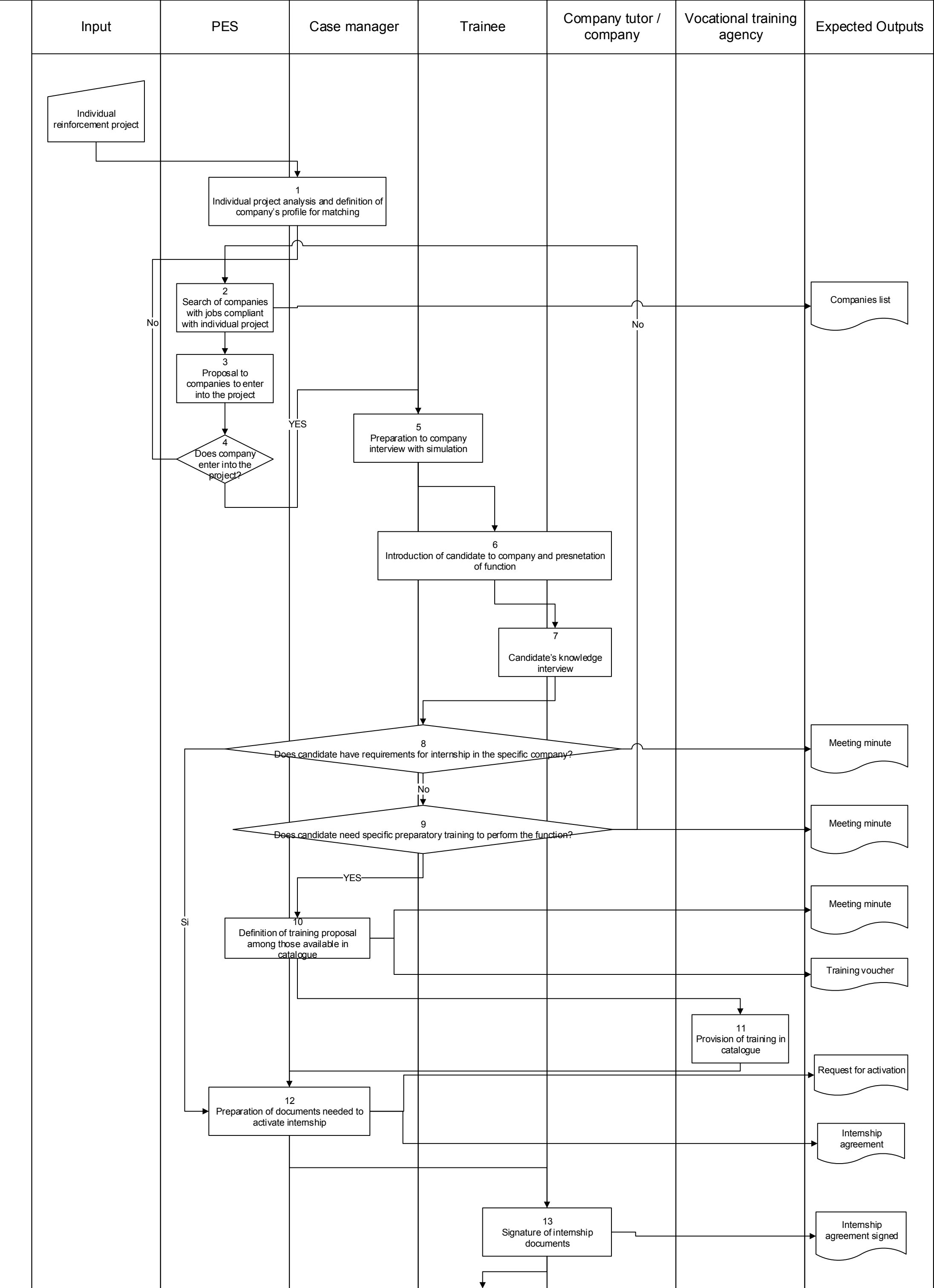
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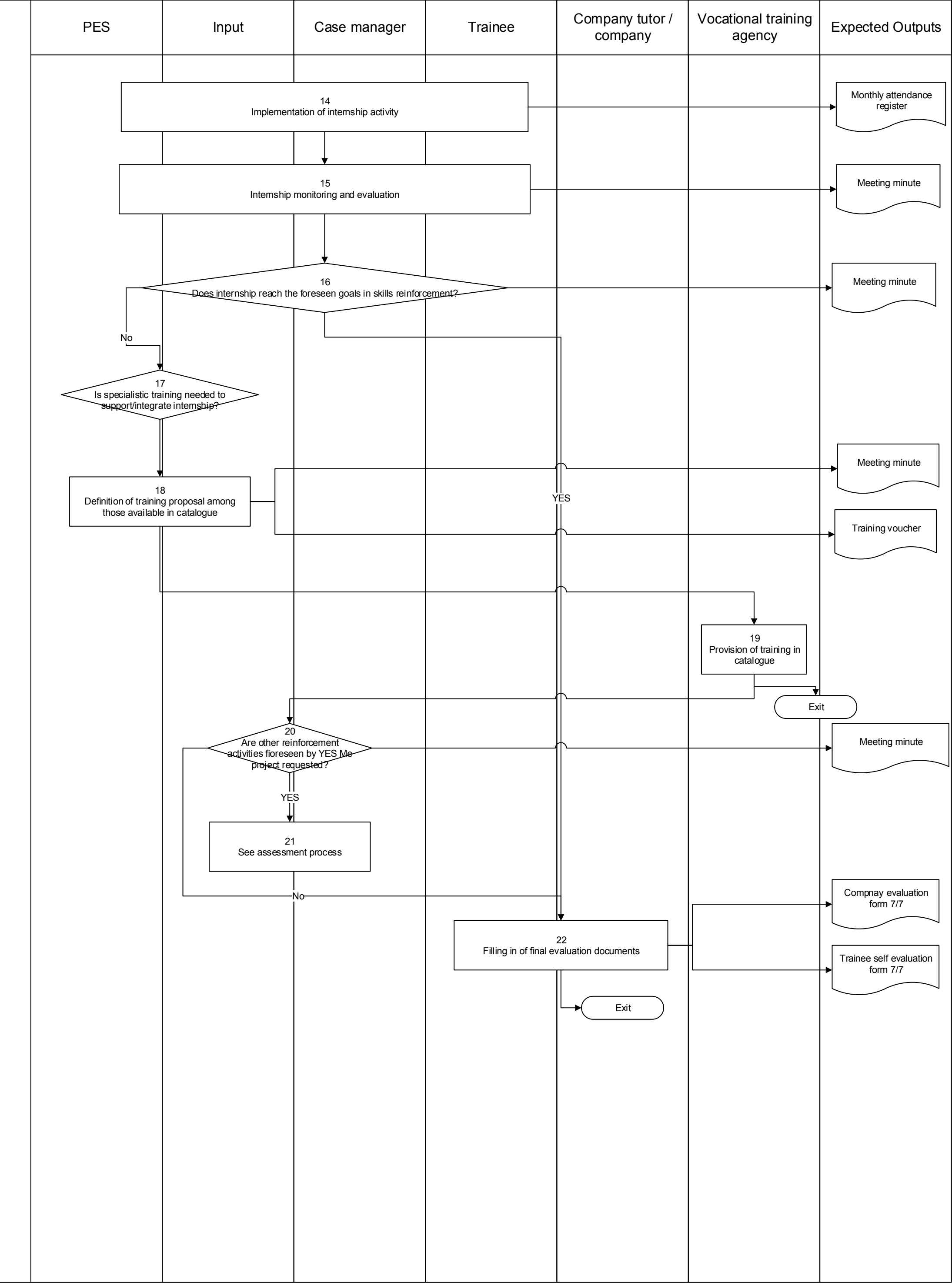
22	Final evaluation documentation filling in	At the conclusion of internship in company, an overall assessment of user is given, taking into account the transversal skills / attitudes considered in the project, as well as other work requirements (quality expressed, etc ...), that have been acquired / exercised during the implemented activities. The evaluation is based both on observations carried out by Case Manager and on opinions expressed by the hosting company. At conclusion of the internship, a verification meeting with the user is organized. The following evaluation forms are filled in: ↳ Company Evaluation form 7/7 ↳ Trainee self-assessment form 7/7	↳	↳ Case Manager	↳ Beneficiary ↳ Company manager	↳ Company evaluation form 7/7 ↳ Trainee evaluation form 7/7	↳
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Process «INTERNSHIPS»



Process «INTERNSHIPS»





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ACTIONS PROTOCOL	Drafting:	
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OVERALL PROJECT
PROCESS NATIONAL CIVIL SERVICE VOLUNTEER
PROGRAMME - NCS

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Presentation of projects on behalf of implementing agencies	Confcooperative NCS office processes NCS projects by sector and intervention area.	↻ 1 month	↻ Confcooperative NCS office ↻ Minister of International Cooperation	↻ Implementing agencies	↻ NCS project	↻ Adherence forms by implementing agencies ↻ Project scheme by Minister
2	Analysis and evaluation of submitted projects	Minister arranges for collecting, reading and evaluating each submitted project: on the basis of a specific scoring grid a score is attributed to each project, determining its position in the ranking.	↻ 5 months	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Project score	↻ Evaluation grid
3	Funding of submitted projects	Minister defines limit for projects funding: all the projects obtaining minimum score, as defined in the call, are funded and the volunteers required in the projects will start the service.	↻ 1 day	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Funded projects	↻ Call for funding
4	Publication of call for selecting young applicants for NCS activities within funded projects	Minister publishes the call for all the funded project, specifying: ✓ aims, activities, role and task of volunteers ✓ locations of performance of service and number of volunteers needed for each seat ✓ name of the contact person for volunteer by each specific seat ✓ general and specific training course ✓ names of trainers for each project seat In the call criteria for applications eligibility are defined (specifically age between 18 and 29 years old, italian citizenship, no criminal convictions): each applicant can submit only one application within a call, for a single project and for only one seat.	↻ 1 month	↻ Minister of International Cooperation	↻ Confcooperative NCS office	↻ Applications to tender	↻ Selection tender ↻ Application forms



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5	Plenary meeting for presenting NCS	Confcooperative NCS office presents NCS experience to all project beneficiaries, generally defining objectives, time commitment, projects and activities, participating rules.	↺ 2 hours	↺ Confcooperative NCS office	↺ Participants in the project	↺ Informative materials	↺ Multimedia tools ↺ Diffusion and training materials
6	Individual meeting for deepening motivation to NCS	An individual interviews is conducted with each applicant particularly interested in being involved in the experience and whose experience is considered as especially suitable by the coordinator. In the interview the elements presented in plenary session are deepened, with particular attention to: ✓ motivation ✓ will to guarantee experience continuity in the 1\2 months foreseen for NCS	↺ 1 hour	↺ Project coordinator	↺ Participants in the project	↺ Minute of the meeting	↺ interview
7	Collection of preliminary registration to NCS Deepening of modalities to participate in NCS	Applicant declares interest in participating to proposed experience and modalities for participating in NCS are presented.	↺ 20 minutes	↺ Project coordinator	↺ Applicant to NCS	↺ Minute of the meeting	↺ interview
8	Collection of participation in NCS confirmation	Beneficiary confirms his will to start the experience and is included in the process of application submission, scheduling guidance interview.	↺ 20 minutes	↺ Confcooperative NCS office	↺ Applicant to NCS	↺ Minute of the meeting	↺ interview
9	Guidance Interviews to specific NCS project/location	Persons interested in participation are convened in small groups (max 6 persons) and the participation rules are explained together with intervention areas of the projects, roles and tasks of volunteers, single services proposed by impended agencies involved in planning. Interested person is interviewed individually by NCS office operators to evaluate the choose of the seat and to formalise applications submission.	↺ 30 minutes ↺ 30 minutes	↺ Confcooperative NCS office	↺ Young people interested in submit application for NCS	↺ Interviews reports	↺ Individual and group guidance interview
10	Choice to submit application to specific NCS project/location	Interviewed person confirms his will in submitting application, defining at the same time chosen specific project and seat.	↺ By the call deadline	↺ Confcooperative NCS office	↺ Applicant to NCS	↺ Minute of the meeting	↺ Materials giving information about specific projects
11	Filling in and submission of application for specific NCS project/location	Interested person submits application composed by: ✓ application for admission ✓ curriculum vitae in european format ✓ identity document ✓ medical certificate	↺ By the call deadline	↺ Confcooperative NCS office	↺ Applicant to NCS	↺ Application submission	↺ Application documents





12	Scheduling of selection interviews for specific NCS project/location	Date, time and seat for selection interviews are communicated. Selection staff from each implementing agency will attend the interview.	⌚ 10 minutes	↪ Confcooperative NCS office ↪ Implementing agencies	↪ Applicant to NCS	↪ Selection interviews scheduling	↪ Interview memo given to each candidate
13	Selection interviews for specific NCS project/location	Selection interviews are conducted for each project and seat at the presence of selection manager for each implementing agency; a score (max 60 points) is attributed on the basis of the knowledge of candidate of the following themes: ✓ Civil Service (max 10 points) ✓ Elements of social cooperation and knowledge of Confcooperative (generally and referred local context of the project) (max 10 points) ✓ Areas of intervention foreseen by chosen project (generally and referred local context of the project) (max 10 points) ✓ Chosen project Progetto prescelto (max 10 points) ✓ Previous work and volunteering experiences in terms of quality (max 10 points) ✓ No-profit sector (knowledge and participation) (max 10 points)	⌚ 30 minutes for each interview ⌚ within 15 days after call's deadline ⌚ conduction of all selection interviews	↪ Implementing agency	↪ Applicant to NCS	↪ Interview report	↪ Application forms released by Minister
14	Evaluation of applicant's compliance with specific NCS project/location	Candidates obtaining a score ranging from 36 to 60 are eligible to participate in the call. Candidates obtaining a score lower than 36 are not eligible and cannot be place in the ranking.	⌚ 15 minutes (time to fill in the form)	↪ Implementing agency	↪ Applicant to NCS	↪	↪
15	Sending of interview form	Each agency sends to NCS office the interviews reports signed by selection manager.	⌚ 1 day	↪ Implementing agency	↪ Confcooperative NCS office	↪ Interview report	↪ Mail/fax
16	Communication to applicant of negative results of interview	The negative outcome of the selection is communicated through a special letter sent by NCS office	⌚ 15 days after the conclusion of all selection interviews	↪ Confcooperative NCS office	↪ Applicant to NCS	↪ Ineligibility letter	↪ mail



17	Analysis of applicant's requirement through CV	Only for candidates evaluated as eligible during the interview, the scores related to qualifications and previous work/ volunteer experiences are attributed by examining the cv submitted with the application (max 40 points): AREA TRAINING AND PROFESSIONAL QUALIFICATIONS ✓ educational qualification (only the highest is) ✓ post-graduate education ✓ professional qualifications (most relevant qualification to the project is evaluated) ✓ other skills (languages, informatics,...) PREVIOUS WORK EXPERIENCES ✓ with employment contract (job) or included in educational course ✓ as volunteer	↻ 10 days	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Tools and criteria scheme	↻ Excel sheet ↻ Application forms released by Minister
18	Final score assignment and definition of ranking for accessing to specific NCS projects/locations	NCS office sums: SCORES TO BE ATTRIBUTED AT INTERVIEW SCORES TO BE ATTRIBUTED AT CV Candidate's final score is calculated determining his/her ranking	↻ 2 days	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Ranking	↻ Excel sheet ↻ Application forms released by Minister
19	Publication of ranking for accessing to specific NCS projects/locations	Ranking is published by NCS office on website divided by project and seat	↻ 1 day	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Ranking on website	↻ Multimedia tools
20	Matching applicant/project on the basis of ranking/score and of available places	Each implementing agency has a limited number of positions in each project: if the number of candidates for each seat exceeds available positions, only candidates reaching the highest scores are started to service (SELECTED ELIGIBLE)	↻ 1 day	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Ranking on website	↻ Multimedia tools
21	Definition of waiting list with not admitted applicants for substitutions if needed	All candidates with a score lower than the selected stay in ranking to be recalled if some selected persons give up in the first 3 months from the starting of service.	↻ 3 months after NCS starting	↻ Confcooperative NCS office	↻ Applicant to NCS	↻ Ranking	↻ Candidate's final score



22	Definition and communication of NCS starting activities timetable	All selected candidates receive specific written communication at their home including: ↳ Ministerial contract ↳ Day, time and seat of the first day of service ↳ General training course timing	↳ 3/4 months after call deadline	↳ Confcooperative NCS office ↳ Minister of International Cooperation	↳ NCS volunteer	↳ Signature of agreement at the first day of service	↳ Start up letter
23	General training introducing NCS starting activities	From the first day of service volunteers participate in of general training course, that foresees the following contents divided in modules: 1. Identity of group in training; 2. From Conscientious Objection to National Civil Service: historical and legislative evolution, similarities and differences between the two institutes. 3. The duty of defense of the homeland; 4. The Civil Protection; 5. Solidarity and the forms of citizenship; 6. National Civil Service, associations and volunteering; 7. Current legislation and the Charter of ethical commitment; 8. Duties and rights of volunteer in civil service; 9. Presentation of Confcooperative; mission, values and organisation of social cooperation in Confcooperative/Federsolidarietà. The local seat of accredited body; role and aims. Project's characteristics and sharing of different situations in which it operates. 10. Working by projects; 11. Analysis of experiences and expectations of young people in civil service; 12. Analysis of processes in young people's standards in communicating, relating and managing conflicts. 13. Knowledge of territory; 14. To be able to experiment in situations as protagonist.	↳ 12 months ↳ 1400 hours including 42 hours to be realised within the first 5 months	↳ Confcooperative NCS office	↳ NCS volunteer	↳ Training materials	↳ Attendance at training registers
24	NCS activities starting within specific projects of implementing agencies, including specific training	At the end of general training volunteers are placed within single implementing agencies and start the same time project activities and specific training, that covers the following contents: Module 1: Let's know your service Module a: service's organisation Module b: human resources Module c: SAP and territory Module 2: Let's know the institution in which you serve Module 3: The tool bag Module a: technical tools	↳ 12 months ↳ 1400 hours including 72 hours of specific training	↳ Confcooperative NCS office ↳ Implementing agency	↳ NCS volunteer	↳ Project implementation ↳ Specific training course implementation	↳ volunteer attendance register ↳ training materials ↳ attendance at training registers



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		Module b: relational tools Module c: the ethical Code Module 4: Security and privacy Law Module 5: The underage as project target Module 6: The relationship with underage Module7: Individual project definition Module 8: The planning as working tools Module 9: Unity is strength – Self-help groups (A.M.A.) Module10: Skills assessment Module a: acquired skills Module b: experience					
25	Continuous monitoring of NCS activities within specific project/location	NCS is monitored by: ☞ meetings with referent in implementing agency ☞ team and supervisory meetings in implementing agency ☞ monitoring meeting with NCS office at V, IX, XII months of service.	☞ 12 months	☞ Confcooperative NCS office ☞ Implementing agencies	☞ NCS volunteer	☞ Operators and volunteer evaluation report ☞ Filling in of monitoring questionnaires	☞ Monitoring questionnaires ☞ Attendance at meetings register ☞ Volunteer attendance register
26	Evaluation of problems emerging in NCS activities implementation	On request by implementing agency or volunteer problems related to service management of the service and/or to relationship with the referent / work team can be detected.	☞ 12 months	☞ Confcooperative NCS office	☞ NCS volunteer ☞ Implementing agencies	☞ Minute of the meeting ☞ Report of problematic events by implementing agency	☞ Handbook regulating relationship between organizations and volunteers
27	Evaluation of volunteer's responsibilities in emerged problems	A plenary meeting with all involved actors and beneficiaries is organized to evaluate arisen problems and compare the different points of view. Volunteer can present an own report after reading the one produced by the implementing agency.	☞ 10 days	☞ Confcooperative NCS office	☞ NCS volunteer ☞ Implementing agencies	☞ Minute of the meeting ☞ Report on plenary meeting ☞ Volunteer report	☞ Handbook regulating relationship between organizations and volunteers
28	Communication of emerged problems to competent Minister and demand/proposal of solutions	The reported facts and their severity are evaluated and the following documents are sent to the Minister: ☞ relations ☞ proposed disciplinary action for their evaluation on the lines of action to be taken against the volunteer.	☞ 15 days	☞ Confcooperative NCS office	☞ NCS volunteer ☞ Implementing agencies ☞ Minister of International	☞ proposal of disciplinary action	☞ Volunteer agreement





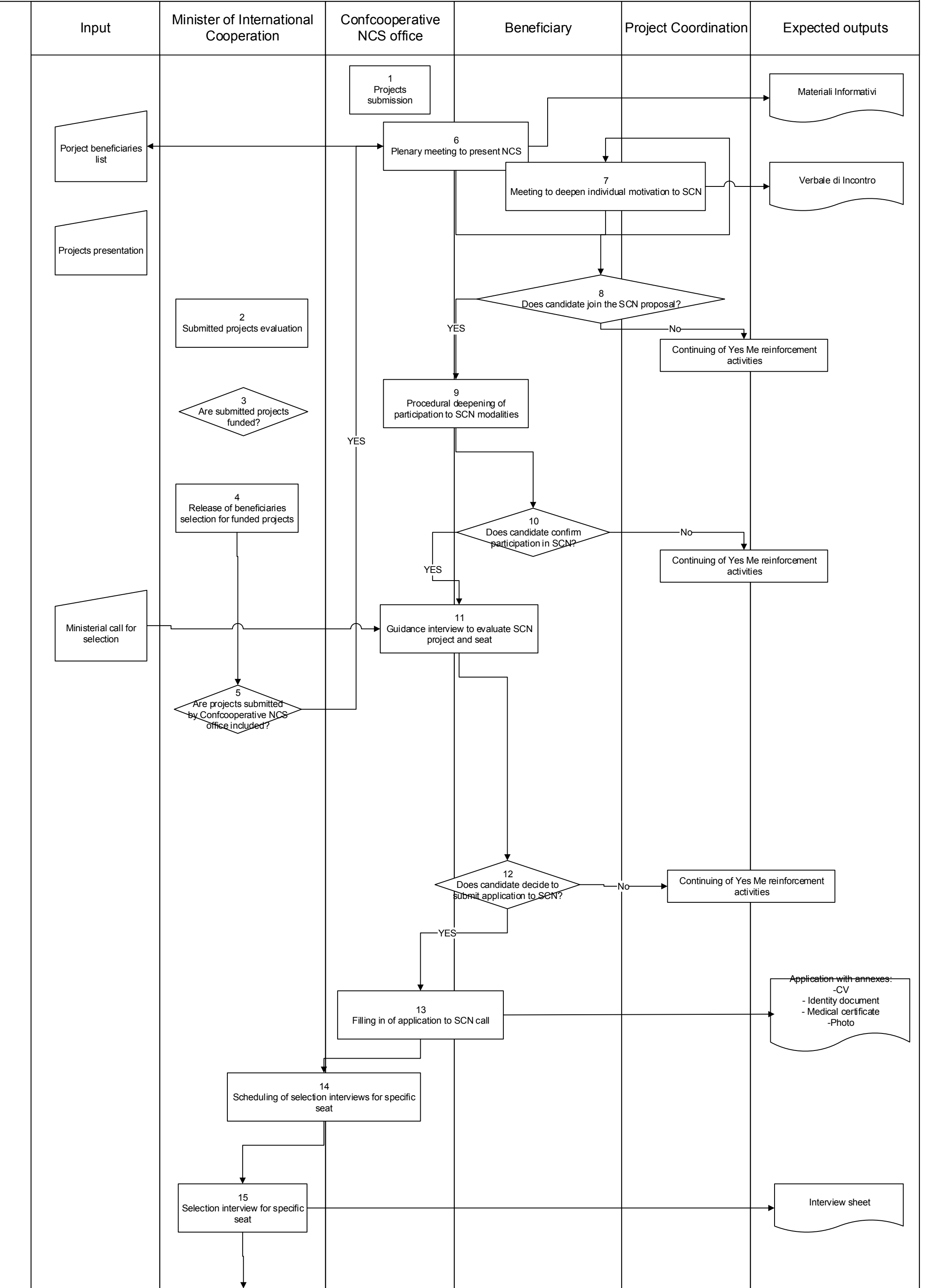
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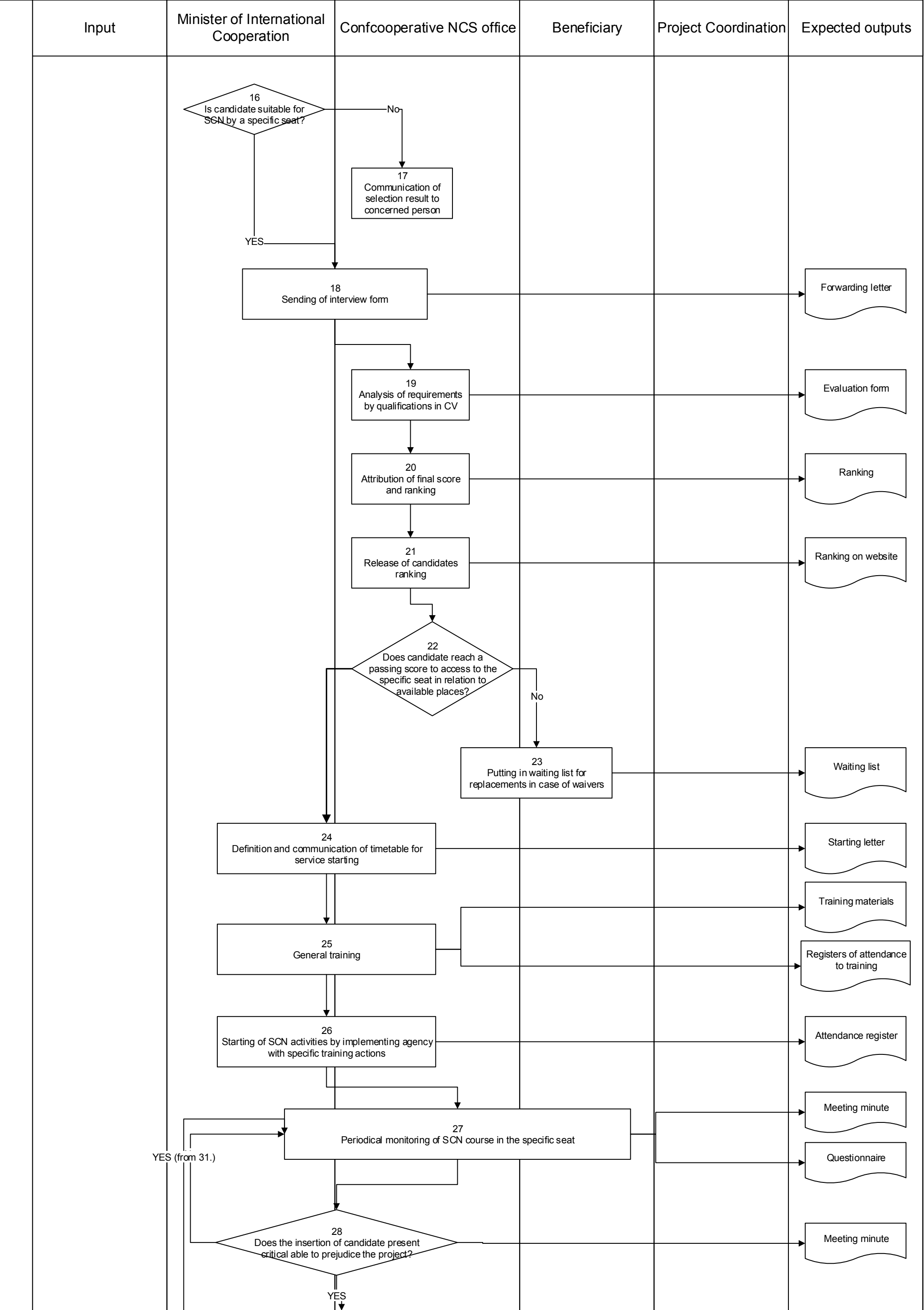
		The implementable sanctions and measures are: a) written admonishment; b) deduction of pay, from a minimum equal to the amount equivalent to one day of the service to a maximum of the amount corresponding to 10 days of service; c) exclusion from service and are defined according to the seriousness of the conduct put in place.			Cooperation		
29	Evaluation of penalty procedure effectiveness	A meeting among agency, office and volunteer to judge after some time, the effectiveness of implemented sanction and corrective actions.	↪ 15 days	↪ Confcooperative NCS office	↪ NCS volunteer ↪ Implementing agencies	↪ disciplinary action	↪ Volunteer agreement
30	(if needed and within 3 months from project starting) substitution of not compliant volunteer with new candidate from waiting list	In case of resignation within three months from project starting, removal, waiver before the service starting by the candidate, the vacancy can be replaced with a candidate present in the ranking but not started at service. In such a case, the candidate which replaces the defeatist will be started later, but will make all the training undertaken by other volunteers started from the beginning.	↪ 3 months	↪ Confcooperative NCS office	↪ Applicant to NCS	↪ Starting of service	↪ Volunteer agreement



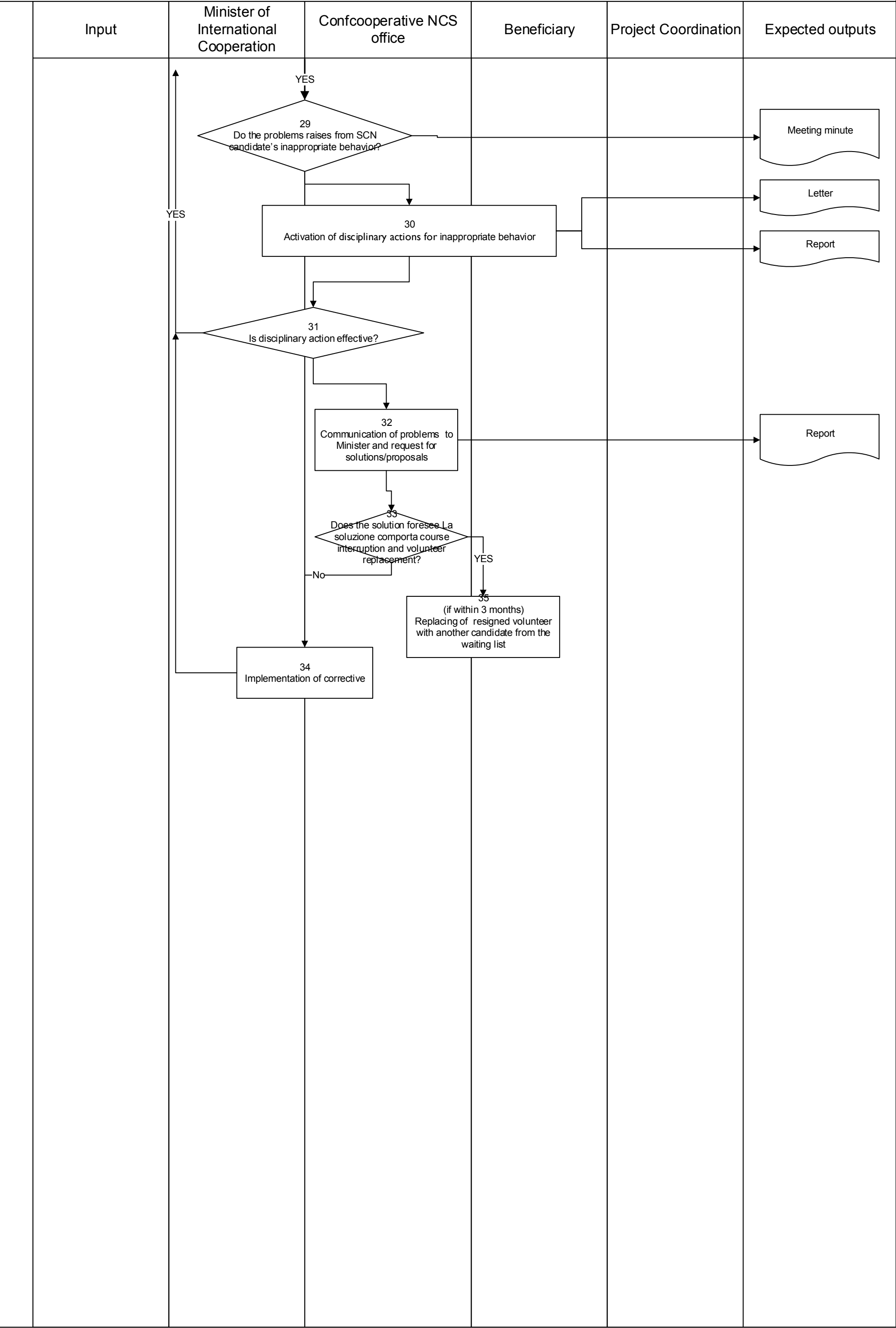
Process «National Civil Service Volunteer Programme - NCS»



Process «National Civil Service Volunteer Programme - NCS»



Process «National Civil Service Volunteer Programme - NCS»





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ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Planning of Team Working Training	On the basis of the elements emerged from Development Center, specific objectives are defined, activities to team working training are planned and exercises and training materials are prepared.	☞ From 5 th to 6 th November 2012	☞ FormAzione	☞	☞ Training materials ☞ Films catalogue ☞ Exercises ☞ Evaluation forms filled in by participants	☞ PC
2	Team Working Training	Skills to Team Working are developed and sense of belonging to the group of beneficiaries is constructed through an active and experiential learning methodology. Teams of beneficiaries are composed.	☞ From 7 th to 8 th November 2012	☞ FormAzione	☞ Project beneficiaries	☞ Classroom register	☞ Training materials, exercises, evaluation forms
3	Planning of theatre for psychosocial training Laboratories	Definition of the specific aims of each section of theatre for psychosocial training Laboratories. Conception of transversal skills development activities and production of classroom materials.	☞ From 9 th to 14 th November 2012	☞ FormAzione	☞	☞ Training materials ☞ Films clips ☞ Evaluation forms	☞ PC
5	Theatre for psychosocial training Laboratories	Management of psycho-social training for transversal skills development with the methodologies of Theatre for psychosocial training and specifically: Self Development Theatre, Action Theatre and Tailored Theatre. The laboratories follow the following structure: 1. Self Development Theatre Exercises 2. Presentation with interactive modalities of a macro Transversal Skill 3. Implementation of specific phase for the staging of the performance (writing copycat and tests for staging) 4. Self-evaluation by an evaluation form with indicators of macro Skills analysed 5. Communication of the "Homework" (activity to be implemented autonomously or in small groups) 6. Evaluation of the meeting	☞ From 15 th November 2012 to March 2013 beginning	☞ FormAzione	☞ Project beneficiaries	☞ Classroom register ☞ Classroom materials ☞ Films clips ☞ Evaluation forms filled in by participants ☞ Laboratories Reports ☞ Participants Logbook	☞ Training materials ☞ Films clips ☞ Evaluation forms





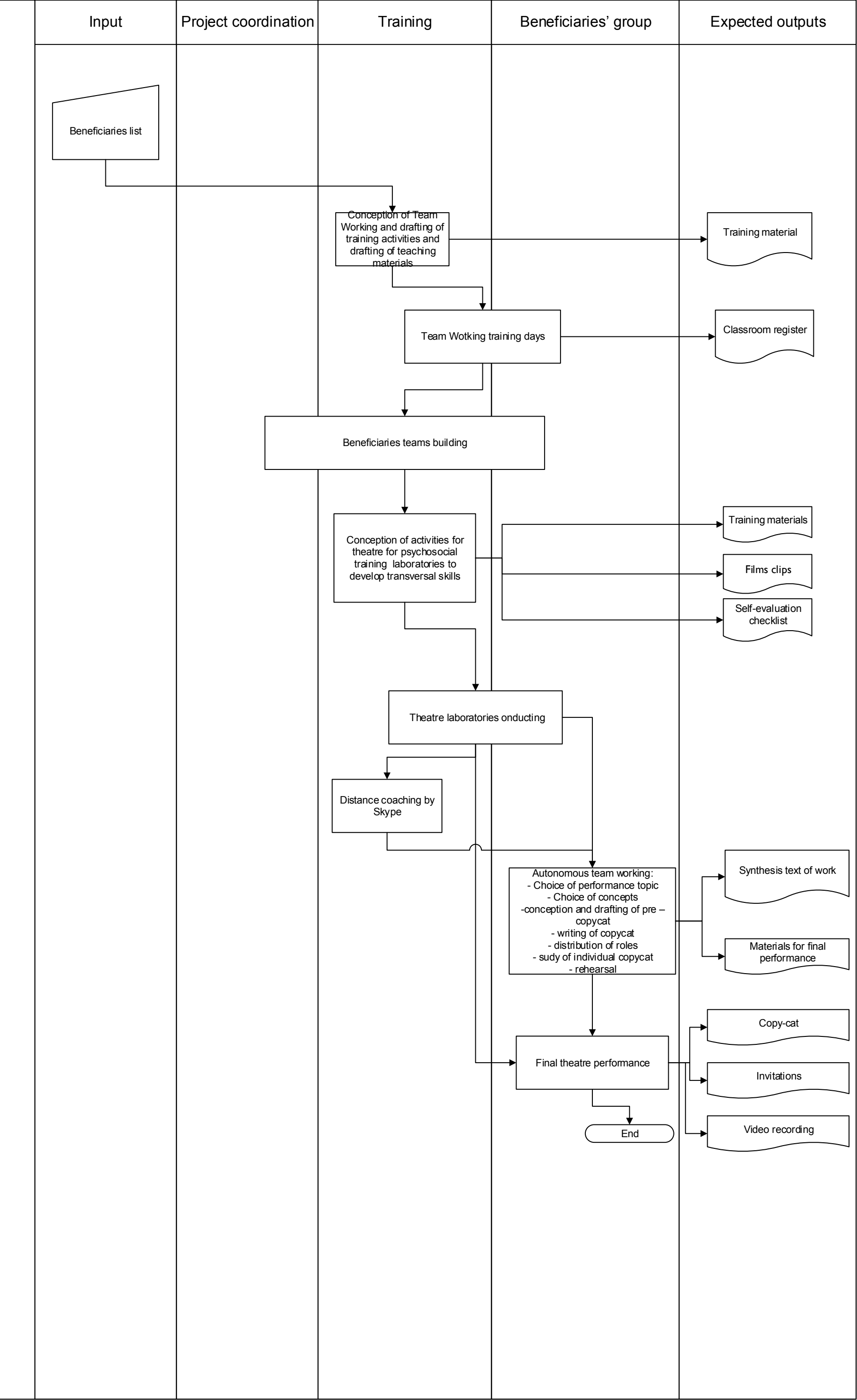
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6	Autonomous work	After each Laboratory trainers give to participants a task for an Homework implementation. Activities can be implemented individually, in pair, in small groups or in team.	From 15 th November 2012 to final event (March 2013)	Work Team		Written synthesis of group work Materials and texts for final performance	PC
7	“Distance” Coaching	During Autonomous Work the team leaders can receive distance counseling by a senior trainer, through Skype, consisting in methodological support needed for activities implementation and team management.	From 15 th November 2012 to the end of February 2013	FormAzione	Team Leader		PC Skype
8	Rehearsal	Final rehearsal at the theatre with all the beneficiaries of training.	End of February 2013	FormAzione	Project beneficiaries	Copycat Theatre Performance	Theatre Audio and video technicians materials for set design and costumes
9	Final Theatre Performance	Staging of the performance achieved by the participants in a theatre of Ivrea.	Half/end of March 2013	Work Team	citizen	Copycat Final theatre Performance Video recording of final performance	Theatre Audio and video technicians materials for set design and costumes



Process «Theatre for psychosocial training and sensitization»





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ACTIONS PROTOCOL	Drafting:	
	Release date:	

N°	Activity tag	Activity description	Activity time and lasting	Involved actors	Direct beneficiaries	Output	Tools
1	Training on themes and tools	Specific training on what are social media and what they do is provided: - What are the tools and how they can be used to enhance professional skills and experience. - Register and style of private communication versus professional one on blogs and social media. What are the differences. - REPUTATION: What's reputation online, how to improve it, how to control the trend. - POPULARITY (how many people are following us), ENGAGEMENT (how much we are able to engage them in direct dialogue), - REACH (how many people we reach through the two previous items, and through like and RT): in short, how to create focus and engagement on the web.	↪ 6-9 hours for each group (2)	↪ Web communication expert	↪ participants	↪ knowledge of opportunities offered by digital media and their use in job and opportunities for professional growth searching	↪ tutorials and videos on youtube, specific training materials, infographics found on Pinterest and in general on the Web
2	Web animation : contents definition	What can be communicated through social networks is defined: - The content to be communicated on FB pages and blogs to highlight CV and create professional relationships - Differences (how to choose the contents to be included on blogs and on FB) - How to create an editorial plan for the planning of contents and posts of a blog	↪ 6 hours for each group (2)	↪ Web communication expert ↪ Social Theatre expert	↪ participants, possible participants if future editions of the course	↪ Editorial plan of course activities	↪ Available slides, videos, blogs to be consulted
3	Web animation : choice of modalities	Media to be used for communication are identified: - Blog and FB for text contents, images and videos: how to use the platforms for the integration of contents - Pinterest or Instagram for images - YouTube Channel for videos, etc. - Blog, Facebook, Pinterest: basic practical information for use. Tips and Tricks.	↪ 12 hours for each group (2)	↪ Web communication expert	↪ participants, possible participants if future editions of the course	↪ Acquisition of skills and abilities needed to use social media	↪ Blog platform ↪ Social network: Facebook, Pinterest or Instagram





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4	Web animation : updating	Content for dissemination are defined with the beneficiaries: - shared writing of short self-promotion texts: who I am, what I do in the course, how I feel in relation to what I learn, what I would do "when I grow up", what can I offer to the work world - realisation of short videos on the day by day of the course to be uploaded on FB (eg video shooting in real time of the activities carried out during social theatre or other courses, such as self promotion) - Setting up and filming of mock interview simulations of each other, with video shooting and sharing for feedback - Preparing video CV - Case study of communication through digital media: how to make promotion activities at various stages and invitation to participate in the final theatre performance?	↗ 16 hours for each group (2)	↗ Web communication expert ↗ Social Theatre expert	↗ participants, possible participants if future editions of the course	↗ Analysis of work done during the course ↗ Sharing of results and emotions ↗ Capacity building in planning, managing and inserting contents	↗ Blog platform ↗ Social network: Facebook, Pinterest or Instagram
5	Communication effectiveness evaluation	The evaluation of the progress of participants is tested through the implementation of the same posts, photos, videos and contents inserted on Facebook page and on the blog dedicated to the project. A final post will be uploaded at the end of the project, to clearly identify the end of the training course in June. If this will be resumed at a later time with other groups of participants, the inclusion of contents on the blog and Facebook page will be reactivated.	↗	↗ Web communication expert ↗ Other Yes Me processes experts	↗ participants	↗	↗