



PROGETTO CREIN PROJECT CREIN
PROYECTO CREIN PROJĚKT PRŮJEKT
PROYECTO CREIN PROJĚKT PRŮJEKT

INDEX

INTRODUCTION.....	157
THE CREIN PROJECT.....	159
TRAINING MODULE.....	160
1. Skill development and computer science knowledge.....	160
2. Training stages.....	162
3. Main training techniques.....	166
4. Exercise design.....	167
Annex 1: Computer training contents.....	169
Annex 2: Examples of exercises.....	171
SENSITISATION AND DIFFUSION MODULE.....	182
1. Getting to know the social and professional disadvantaged public.....	182
2. Contacts with industrial tissue, especially SME and analysis of their needs.....	183
3. Meeting between the companies and the target disabled public.....	184
4. Sensitisation and diffusion through media.....	185
5. Arguments that could help.....	185
6. Good practices examples.....	186
PLACEMENT/COMPANY ACCOMPANIMENT MODULE.....	187
Annex 3: Documents to fill in the practices follow-up.....	189
EVALUATION MODULE.....	193
1. Evaluation tools.....	193
2. Evaluation stages.....	195
Annex 4: Evaluation forms examples.....	197
BIBLIOGRAPHY.....	201



PROGETTO CREIN PROJECT CREIN
PROYECTO CREIN PROJĖKT PRITJEKT
156

INTRODUCTION

The new knowledge society represents a source of employment for those who answer to its new needs and demands; but fast and deep changes generated in many sectors constitute an increasing threat of isolation and exclusion for some groups that, for a reason or another, could not and cannot adapt to the conjuncture.

In such collectives, the main adaptation-trouble factor is a lack of certain social and personal abilities to satisfactorily manage their personal and, thus professional, lives. The development of these abilities is a key element in their (re)insertion.

By enabling the access to a continuous training adapted to a social disadvantage group's¹ needs and characteristics and oriented to the European industrial sector demands, our given target group is provided with key tools to foment its motivation and capacity to adapt to technological and organisational changes and then achieve an equal development and equal opportunities with all the European citizens.

However, an efficient application of developed knowledge and skills cannot be possible without a practical realisation. That is why it is essential to carry on a placement period in a real professional environment. These placements are not realisable without a willingness of companies, which can be reached through sensitisation activities. As a consequence, a reinsertion initiative should include these three steps: training, sensitisation and placement.

In order to reach an optimum reinsertion objective, the present Comprehensive professional and social reinsertion itinerary has been designed as a useful guideline for social and/or professional reinsertion organisms to lead a personalised and group action with a view to complete a lasting professional and social reinsertion. This document is structured in four separate modules but, in practice, are to be developed together:

- **Training Module:** training contents and tools.
- **Sensitisation Module:** a series of strategies and good practice examples to sensitise a reluctant industrial tissue.
- **Placement/company accompaniment Module:** guidelines to follow up a placement period in company.
- **Evaluation Module:** evaluation tools and steps to fulfil the objectives of the previous three modules.

This itinerary is the result of the experience developed within the framework of the CREIN project and carried out with the support of the European Community.

¹"May be defined as people who are more specifically disadvantaged because of certain social or individual handicaps", like, for example, persons with a prison past, young people who early left school, long-term unemployed men and women, persons with mental or mobility impairment: *Social and occupational integration of disadvantaged people*, Series: Good practices Leonardo da Vinci Programme, Office for official publications of the European Communities, Luxemburg, 2003.



PROGETTO CREIN PROJECT CREIN
PROYECTO CREIN PROJĖKT PRITJEKT
158

THE CREIN PROJECT

The CREIN project arose from the necessity to give a specific and durable answer to exclusion and marginalisation problem, using their cause as a (re)insertion medium. As a matter of fact, deep changes in the labour-market configuration and in the working conditions and organisation as a result of the Information and Communication Technology (ICT) imposition, have sharpened the exclusion factors. The CREIN project thus aimed at using new ICT as a change incentive for those society-excluded sectors, fighting against the fears they provoke through a deeper knowledge and information.

The CREIN project's final objective was, then, to develop the present Comprehensive social and professional reinsertion itinerary, as the result of series of working steps:

- Needs and profile analysis (companies and target "disabled" public).
- Theoretical and educational framework for knowledge acquisition and key skill development through a pilot training.
- Sensitisation of the industrial and social tissue as an explicit recognition of the itinerary.
- Knowledge consolidation period, through placement in company.
- Design and development of the definitive comprehensive social and professional insertion itinerary.

In order to focus on the social and labour exclusion problem of different "disabled" publics, the project focused on woman inmates, since they constitute a group that gathers all the most significant characteristics of social and professional exclusion (persons older than 25 years old without qualifications and unemployed, drug addicts, immigrants, etc.). As a matter of fact, after a stay in prison, ex-woman prisoners are to face many reinsertion and rehabilitation problems for psychological (psychic closure) reasons, lack or absence of necessary competencies (especially in Information and Communication Technologies), health conditions (drug addiction). To these obstacles should also be added a kind of discrimination and reluctance from potential employers and the whole society because of their ex-prisoner condition.

All the activities have been carried out in three European countries (France, Poland and Spain) with the methodological support and organisation of different activities by Austrian and Italian partners. Thanks to such a partnership, we have been able to give a comprehensive overview of the different European realities and to ensure the development of an adaptable tool to all realities and disadvantaged publics.

TRAINING MODULE

This module explains, step by step, a general training methodology adaptable to a social or professional disadvantaged or “disabled” public. It thus provides necessary key to be adapted to any level and profile with a view to a wider application and efficiency.

The training is structured in two important axes: key skills² and Information Communication Technologies (ICT), particularly computer sciences. These two main elements have been chosen for their basic character as regards the labour market. As a matter of fact, the ICT and key skills represent a compulsory requisite to integrate any kind of job and are generally sub-developed in social disadvantaged people. Consequently, the general objective of the training action is computer learning and social learning, that is to bring the participants to develop knowledge, know how to do and know how to be.

1. Skill development and computer science knowledge

The present training module offers a general scheme to be adapted to the disadvantaged public of any action. In fact, every public has its own particularities and, it is, thus of a high importance to define the specific training aims for each disadvantaged public to reach optimum results, as well as the length of the training. The preparation activities to lead are:

1. to decide together with the target kind of companies on imperative training aims,
2. to verify the adequacy of the training aims with the future participants (discussion with participants, their attitude and motivation),
3. to define training aims as regards key skills (knowledge the participants can acquire during the training, skills, change in participants' attitude, definition of any other individual objective – such as hidden observation and evaluation of participants, team work, integration, etc.) and the training length.

Key skill development

The very work on key skills during the training should part from a descriptive stage of previous knowledge and skill; which corresponds to an individual reflection time; a confrontation, an exchange for the participants, that allows everyone to discover the other persons' meta-cognitive knowledge and build a more or less common language. In fact, the trainer's personal representation of the learning process must be the same as the participants', if they were not it would lose efficiency. It is necessary to begin underlining everyone's previous knowledge for his/her subjective and particular character. It is an opportunity of dialogue and participation for everyone.

²“...The set of abilities, capacities and attitudes belonging to the subject, in addition to the cultural baggage a person acquires during his/her vital experience...”: *Competencias transversales, un reto para la formación profesional*, A Mazariegos et al., Edición SURT, Barcelona, 1999.

This analysis will make possible that everyone identifies the following elements:

- The meaning of the key skill: how the trainer and the participants understand a same concept.
- The participants' perception of the use of key skills: to make the participants get aware of the utility, interest and sense of such a work.
- The participants' perception of the fact that key skills can be acquired and their own level of competence.
- The factors which can influence the exercise of skill: tiredness, noise, the appeal of activity, etc.
- The developed strategies in the exercise of the skill: can be different from a participant to another.

The labour-market-oriented key skills development

The labour-market-oriented key skills development constitutes a very important part of the training. Participants and trainers should strengthen these points throughout the educational process. Key skills can be developed throughout a series of labour-market-oriented actions:

- Ways and methods of effective job looking: plan of active job seeking, information sources.
- The personal image: development of a positive thinking, self-acceptation, self-evaluation and analysis of relation with others.
- Personality balance: to determine one's weak and strong points, analysis of one's qualifications, skills and knowledge, necessary to perform certain work, goals and professional ambitions.
- Preparation of necessary documents in job seeking process: curriculum vitae, job application, cover letter, response to job adverts.
- Job interview: self-presentation, non-verbal communication, negotiation with potential employer.

Computer Sciences

This methodology is based on the transmission of limited technical knowledge and then easy to control. As a matter of fact, it is better to give a selective and deep training in the most frequently used knowledge than an exhaustive training with all the capacities of a programme. The reasons are that disadvantaged publics are not accustomed to systematic training, their initial computer knowledge can be low or absent, and, once they have left the training framework, they do not usually have access to a computer.

The training in computer handling (annex 1), thus, focuses on the following aspects:

- Correspondence (fax, e-mail, letters, etc)
- Company documentation (invoices, orders, etc.)
- Number and graphic basic analysis
- Image treatment
- Autoforms and images
- Presentations
- Others.

2. Training stages

The training is developed throughout the exposition of the exercises, which will be handed out to the students in blocks. They will be able to do those that they feel themselves capable to do with the teacher's control; afterwards there will be a general work to put results in common. It is not necessary to follow any particular established order during the different stages.

Throughout the course, different social relations are established not only in groups but also on an individual basis. These relations are worked to let students conflictlessly work with the rest of participants. Should a conflict arise, the trainer would bring the matter for reflection and evaluation to the whole group.

The exercises (annex 2) will allow the students to get knowledge on Information and Communication Technologies, job market, to know them better and know how to relate to the rest of society. All this allows them for the best of their adaptation and rehabilitation.

The correct objective and technique establishment is divided into 7 correlative training stages. In every training stage, we identify 1) its contents, 2) the work on key skills, 3) the work on computer knowledge, 4) the kind of training that can be used³ and 5) the kind of exercises.

Stage 1: Introduction to computing

1) In this stage, all the basic contents to work with a computer are established: files management and basic document edition.

2) The work on key skills is very basic. The trainer identifies the students' specific skills and sets the working groups. So, the trainer will be looking at linguistic skills such as comprehension, non-aggressiveness and s/he will promote companionship to a social level.

3) Basic management of files and folders, basic document edition (format, paragraphs and edition) should be oriented in a ludic way. This is especially easy since they are intuitive processes allowing a sufficient margin to explore and investigate without a high risk of disorientation.

4) The training through demonstration and game are useful when the participants do not know the new environment. The direct exposition of a theme by the trainer can help fixing knowledge, detailed as discoveries. The self-mentoring training, promoting mutual help, provides the trainer with a major freedom to help those participants who specially need it. It also allows to develop variable micro-groups as a mean to develop companionship.

5) The exercises used in this stage are oriented to developing skills not related to social aspects (self-esteem, creativity, etc.), except collaboration with other persons of the group.

³ See section 3: main training techniques

Stage 2: Creating social relations

- 1) In this stage, the work in groups is promoted; it means to know how to deal with group activities, through some exercises in small groups (2-4 persons).
- 2) Work in group.
- 3) The computer training contents are slightly widened but are not the focused theme of this stage. Text edition is deepened.
- 4) The self-mentoring training extended from the previous stage allows to create widened and tighter social relationships.
- 5) The exercises are very straight forward, with no false bottom. The skills are introduced gradually, in order to create a growing field for later stages.

Stage 3: Reflection and communication

- 1) In this stage we develop exercises that allow the group a later reflection. In most cases the exercises are to be realised by groups (from two to four persons), where they have to reach an agreement on different problems or knowledge the exercise proposes. Once the groups have discussed them, they expose the solution or the agreement to the rest of participants and, thanks to the trainer, they get to think on and acquire new structures of knowledge.
- 2) It should be underlined that this stage requires a lot of effort by trainers and participants, because in sessions of 8-person groups conflicts can arise. It is important now the participants get the habit of tolerance and communication.
- 3) Contents conceptually change. The table and its handling, for example, offer new perspectives to the document edition.
- 4) In a first step, the training through demonstration will give a solid basis to later explore other capacities of the studied concept. The self-mentoring training gets a special importance with the participants discovering new applications and capacities of the concept, transmitting them amongst themselves and consolidating relationships.
- 5) The group analysis of the different exercises is of a vital importance to evaluate the modifications in the participants' key skills. The trainer should observe every group's dynamics to be able to influence the points s/he finds convenient.

**Stage 4:
Initiative**

- 1) In this stage, the participants' initiative is very important and it is one of the aspects to promote. The exercises are very similar to the ones of the previous stage, but now one of the trainees of each group will be responsible for it. This charge will be rotating in order to give everyone the opportunity to get autonomy and responsibility towards the rest of participants. Everybody has to learn how to deal with the companion resources and the whole group's. The trainer conducts the activity.
- 2) In this stage, we have to be careful with the kind of relationship the trainees establish among themselves. We start to design a company and to manage the different departments.
- 3) Computing: Introduction to work on workbooks and database.
- 4) The discovery and settlement of previously acquired knowledge give security to the participants, that is why their curiosity will be higher. This is particularly right as regards the trainees' attitude, which is slowly changing and regarding the basic acquired knowledge. Training through game is particularly important, here, since it should promote their discovering new concepts (in computing as well as those related to key skills).
- 5) Exercises promoting creativity: symbol or image search, lists, advanced table formatting, empathy or self-knowledge and, in general, exercises enabling them to investigate new concepts will be the technical support for the next stage.

**Stage 5:
Personal recognition**

- 1) Once different group activities are performed, the trainer comes back to individual work since the participants will be provided with the appropriate knowledge to get a job. It is essential to work on the personal image, the expression, defining everyone's objectives, etc.
- 2) In this stage, it is of a major importance that they develop introspection skills, since in the previous stages they were brought to establish social relations with their companions and learnt to distinguish external factors; they are now to carry out a personal evaluation. Throughout personal interviews the trainees prepare, they will make an evaluation of themselves. The objective of this stage is that they evaluate their lack of any basic skill and then try to overcome it, but also that they identify their qualities and promote them.
- 3) Once they acquired the basic knowledge of lists, advanced table handling and other order and classification tools, the knowledge is used to develop analysis exercises and, especially, self-recognition. The personal interviews with the companies are prepared with a view to go on a placement.
- 5) Through pros and cons tables, list of a person, thing or situation's main characteristics or attributes, and especially their own, we can get the fixing of previous technical knowledge and, in parallel, the analysis and study of their own characteristics.

Stage 6: Communication

- 1) One of the most important aspects in the training is communication among the participants, since their professional insertion depends on this element. That is why we have to provide participants with a business-suitable language and an appropriate image in the labour market. In this stage, we are going to work on business communication, throughout the introduction of e-mail and the ICT.
- 2) The trainer should “educate” them in environment and situation diversity and should provide them with keys to face new problems and perspectives they could meet in environment they are not accustomed to, through personal-security and self-esteem development. That is why they should improve their social abilities.
- 3) This stage does not present much interest as regards computer training, since the technical knowledge are strongly integrated and they can now focus on communication contents.
- 4) Training through demonstration.
- 5) It is highly recommended to have designed company documentation to use as a reference and a communication model (preferably on a written support). Disabled publics generally present great lacks as regards company documentation design and contents. The trainer should also use spoken and telephone communication exercises.

Stage 7: Creating a company

- 1) This stage focuses on the professional relations. With everything the participants have learnt, they are going to create a simulated company, where they will carry out the comprehensive management. They will have to create the different departments, the documents and the structures necessary to get the company started, at any moment. This is the culmination of all worked aspects in the previous stages and the best moment to put into practice all developed knowledge.
- 2) The worked skills are all these detailed in the previous modules. The trainer will evaluate the capabilities of each trainee for the different jobs in the companies and will also take into account the created departments.
- 3) The objective, as regards computer training, is to free time and resources to concentrate on the analysis and fix key skills and concepts.
- 4) The percentage calculation, the data base concept or graphical analysis will allow to fix the exercise objectives, so that learning can be realised thanks to training through demonstration.

3. Main training techniques

Several training techniques are used throughout the educational sessions: lectures (theoretical introduction to training content according to curriculum), consultations (individual teacher help in order to solve problems and explain material), test (practical exercises designed to repeat material and strengthen new knowledge), training through game, training through demonstration and self-mentoring training.

The following table offers a description of the last three techniques:

TRAINING THROUGH GAME	
<p>Definition: This kind of training is conceptually used in this methodology. It is based on game content designs and focused on game as a leading tool for learning. It is basically used as a discovery exercise in new training areas or already explored ones.</p>	<p>Assets: - It generates a high level of motivation through the curiosity to discover things; a very important component for socially disabled publics. It is individual-driven and especially focuses on every participant's freedom to search or discover knowledge through the expected result description and until finding the final solution. It allows to explore the programme capacities and to raise curiosity, expecting from the participants that they try them and undo the work if necessary.</p>
TRAINING THROUGH DEMONSTRATION	
<p>Definition: This kind of training is based on direct explanation of an example: from beginning to end and in details, objective of the exercise. After explaining the final objective of the process, the trainer shows how to reach it. During the demonstration or when it finishes, the different steps are detailed as well as the reasons to process that way and the potential problems that could be met.</p>	<p>Assets: - It allows the direct and visual exposition of complex processes (management of toolbar, etc.). - In public with poor training habits, this technique allows to briefly and efficiently presents the contents, after explaining the final objective.</p>
SELF-MENTORING TRAINING	
<p>Definition: This training is based on knowledge transmission amongst the participants, in addition to the transmission between the trainer and the group. After a brief concept explanation and some instructions, the trainer personally explains the functioning to some or all the participants. Another participant personally explains to those that do not acquire the contents in a satisfactory way.</p>	<p>Assets: - Knowledge is transmitted in the group language. - It is proved that explaining to someone else is the best way to better understand and remind. - Companionship promotion. - Higher availability of participants.</p> <p>Weak point: Some details are badly explained because of the "telephone" effect. But even in this condition, it allows a better transmission to persons who require a personalised attention.</p>

4 . Exercise design

Once the major techniques defined, it is essential to structure a series of exercises enabling to work on the computer and to develop key skills, at the same time. The following concepts are to be taking into account when defining the exercise contents:

- **Curiosity promotion:** in order to establish a dynamic process of free or assisted exploration, as a motivation to learn.
- **Process transmissibility:** if the exercise is to be developed in a self-mentoring way, the trainer handbook has to detail the problem-solution process in a clear way, so that it can be transferred to the participants who are to teach the rest of the group. In case of a very complex process, it is better to use the demonstration training.
- **Objective understanding:** objectives are to be clearly explained if the trainer wants to reach a unique solution. Possible results can also be explained if the objective is to promote a key skill development (like creativity). It is highly recommended to include examples of the expected results, since it is a way to make them visually and conceptually clear, but with the risk that the participants copy the result without developing any key skill.
- **Result predictability:** sometimes, unpredictable events can occur like a system switching-off, or computer aspects that can lead to undesired results having negative effects on the participant motivation.

It is of a very high importance to use creativity to design and develop the exercises, which are structured into three types: some exclusively develop key skills, some only work on the training contents and others with training contents to work key skills.

An exercise handbook should be divided into a trainer version and a participant one. Every exercise identifies the operational phase to which it belongs, since the objectives of every phase are different. They are of various lengths, distributed in a non-hierarchical order and independent from each other's so that the trainer has a more flexible and adaptable range of exercises for the different participants in the training.

The exercises should be designed in such a way to be simple but stimulating. The trainers must make sure they are clear, and the examples they choose for the participants are at such a level that they represent a challenge (but they are not at a so high level the participants could get disappointed). This requires an exercise classification according to expected level of difficulty.

Some activities should include structured exercises to be done by groups, role-playing, riddles and problems. Some of them have contents that may seem inappropriate to the participants' interests and experiences. This is intentional. It could widen their horizons, make them think in questions they would generally not, give them the opportunity to practice skills in a not very familiar context and make them feel they are able to face problems they thought were out of their competence before.

It is useful to include several exercises of a playful character to be used in moments of more tension during the course. They are exercises of logic, riddles, creation of plans for toys, congratulation cards for any occasion, etc., allowing trainees to get better motivation to work an informal part of the training.

A wide range of contents is essential to avoid boredom and also to be sure that abilities can be generalised and extended through different situations.

Throughout most of the sessions, a wide range of questions are raised to discuss in group in order to promote the participants' comprehension of the skills that have been worked and to give them opportunities to apply the acquired skills in interpersonal situations. The groups of discussion about topics of interpersonal conflict, social problems, values, etc. represent an essential means to put into practice the cognitive skill we want to work. It is essential that these discussions focus on the task and the cognitive skill they are learning. They must be structured, instead of leaving them to the trainer's will.

These exercises are to be combined throughout the training process. It is essential to keep in mind that their aim is to help trainees in their job insertion, and that there are specific contents they have to learn, but once this step is reached, key skills are more defined in the realised exercises, and trainees are allowed to carry out a personal and social reflection in order to achieve their integration.



Annex 1: Computer training contents

Windows

Objectives: To acquire necessary knowledge to work with Microsoft Windows

Programme:

Introduction to the operational Microsoft Windows system: main system characteristics. Environment use: mouse use, menu and icons use. Windows explorer: disks, folders and files. System configuration. Desktop: archives and direct access. MS-DOS under Windows 98. Accessories: wordpad, paint, calculator. System tools.

Basic Word 2000

Objectives: To write, to present, to modify and to print documents created with Microsoft Word 2000.

Programme:

Introduction to Microsoft Word 2000. Document views: normal, design, outline, single page, full screen. Basic document edition: text selection, click option and write, font formatting, text animation, formatting paragraph: margins, indents, tabs, borders and shadings. Advanced document edition: page formatting, margins, page size, page orientation, page borders and shadings. Bullets and numbering. Spelling check: multilingual support. Auto correct. Grammar check. Search objects and replace. Tables. Header and footer: page numbers. Print preview and printing. Help assistant. Customizing toolbars.

Advanced Word 2000

Objectives: To be able to use advanced Microsoft word text processing tools in document editing.

Programme:

Microsoft Word 2000 general features: page formatting, tables, tabs, spelling and grammar check, auto correct. Options of advanced page formatting: page section, section customizing, column sections. Add images in a document: 3D effects, creating a graphic. WordArt objects. Creating templates. Apply a style. Mailings.

Basic Excel 2000

Objectives: To create spread books enabling to control introduced data. To use spreadsheet, graphic editing, data management and formulas with Microsoft Excel 2000.

Programme:

Introduction to Microsoft Excel 2000. Cell content: text, number, formulas, microsoft Excel 2000 functions. Relative, absolute and mixed referencing. Rows, cell name and columns. Formatting cells: number, alignment, font, borders, patterns, protection, condition format. Auto format. Workbook management: adding sheets, deleting sheets, moving sheets, renaming sheets, creating groups, joint task management in sheet groups. Microsoft Excel 97 functions wizard: math, statistical, date & time, text. Creating and editing a graphic. Printing spreadsheet.

Advanced Excel 2000

Objectives: To get to know the advanced functions of customized workbooks. To realise data analysis and integrate Microsoft Excel 2000 with other applications.

Programme:

Microsoft Excel 2000 general features. Data base: data grouping, using filters. Creating templates. WordArt objects. Creating organigraphs.

PowerPoint 2000

Objectives: To create presentations with different themes and oriented to different contexts with Microsoft PowerPoint 2000.

Programme:

Introduction to Microsoft PowerPoint 2000. Presentation views. Assistants: presentation assistant, slide assistant. Creating and changing a slide. Graphics: creating, deleting, changing, graphic propriety, organisation, organisation charts Microsoft OrgChart, Microsoft Excel 2000 graphics, Microsoft Map maps. Toolbars. Printing a presentation. Transition and progress effects. Animation for slide objects. General animation and sound effects.

Internet: Navigation and e-mail (Internet Explorer– Outlook Express)

Objectives:

To get to know new information technologies applied to the company and, particularly, the Internet possibilities, to analyse its functioning and to see the most common services that can be used.

Programme:

Introduction to Internet. Information highroads: towards the information society, facilities and services, companies on Internet, on-line services. Internet: History, who does control Internet?, network of interconnected networks, common TCP/IP protocol, what is a domain on Internet?, Internet connection, security on Internet. Communication services: e-mail, newsgroup, mailing list, Internet Relay Chat (IRC), others. Navigator Internet Explorer: Web site surfing, printing a web page, favourites, Microsoft Internet Explorer set up. Query services: Information query, document query, file query, user query. Introduction to Outlook Express. E-mail reading: checking new e-mails, seeing a server folder, reading e-mails, mail organization. E-mail creating and sending: sending e-mails, text formatting, inserting links, images and documents, security. Address agenda: management, agenda management, queries. Using the address agenda with other programmes.

Annex 2: Examples of exercises

	Exercise
	<p style="text-align: center;">To create personal folders</p>
	<p>Realisation suggestions</p> <ol style="list-style-type: none"> 1. To explain the use of "Windows explorer". 2. To make a difference between folders and files. 3. Every group will create a general folder, on the hard disk, to stock further information. 4. To create a sub-folder for the course working modules.
	<p>Objectives</p> <ol style="list-style-type: none"> 1. Training <ol style="list-style-type: none"> a. Handling of Windows 2. Key skills <ol style="list-style-type: none"> a. Information management b. Problem analysis c. Good sense
	<p>Methodology Stage 1: Introduction to computing</p> <p>Before starting the exercise, the teacher should explain how the computer works, that it is an operative system and how to manage files. A good example to explain it is to compare a computer with a library. Once concepts are explained, the training folders are created to later stock realised exercises during the course.</p> <p>The exercise realisation requires the trainer tutoring, since it is possible to meet participants that have never used a computer. In case the trainer detects mouse-use problems, s/he can introduce the realisation of a design through the Paint programme (so that they can practice the use of mouse and keyboard) and save generated image in the previously created folders. The trainer should also explain how to organise information (for example, according to the programme used) or category (offer to the client, price lists, etc). The students would acquire a clear concept of information organisation.</p> <p>In the same way, the participants who have never used a computer should be explained the elementary concepts of computer programme handling (open and close a document, save in folders, etc.).</p> <p>Before creating the folder proposed in the <i>Word</i> exercise, it would be convenient to make the participants think about how they should stock the exercises realised throughout the course.</p> <p>The easiest way to do seems to be the creation of a folder to save Word exercises, a folder to save Excel exercises and a coherent folder structure with these concepts. It is important to explain that this way to structure the information is the most convenient in the course. In a company, the information structure can be completely different, according to every intrinsic organisation (clients, providers and, as subfolders, mails, offers, prices, etc.)</p>
	<p>Estimated length 2 h.</p>
	<p>Additional data Recommended size of the group: 1 person.</p>

Exercise	Reflection / exercise 8 balls We have 8 balls but one is slightly lighter than the others. How can we find which one it is, if we only can weight them twice with a two-arm scale?
Realisation suggestions	
<ol style="list-style-type: none"> 1. Computer, none. 2. The solution is to weight three balls on every side. If the scale is well balanced, the lighter one is one of the two balls left, which one can be found by weighting both on every side. If it is amongst the three lightest, you then weight two and you can see which one is lighter and if the scale is well-balanced, it means that it is the put-aside one. 	
Objectives	
<ol style="list-style-type: none"> 1. Key skills <ol style="list-style-type: none"> a. Reflection b. Analysis c. Self-esteem (if they reach the objective) 	
Methodology	
	Stage 1: Introduction to computing
<p>Even if this exercise does not require the computer use and would be classified within the game exercises, it should be developed in the first or second session since the participants would understand, that way, that the training will not only rely on the computer but also on the work of other skills. Another aim of this exercise is to “break the ice” of the first training sessions. Moreover, it is important to make them understand that, to solve exercises and problems, it is often important to deeply think.</p> <p>The trainer can propose, as a verification method, to submit some of them to a “proof and error” game by the rest of participants who should simulate the way to do it and detecting if it works or not. The trainer should also underline that, to test the reliability of a proposed solution, it is important to think about hypothesis and their contrary (in the ball game, if the ball is in one group or another).</p>	
Estimated time	1 h.
Additional data	Recommended size of the group: 1 person.
Beware	<p>To warn them that if someone knows the solution, not to explain it.</p> <p>To intent that they do not give up after 10-min trying. Make them see that the first solution is not valid, but that they will be extremely satisfied if they get to find the solution. Give value to every step they make.</p>

Exercise

Creation of a theatre play 1/2

To write a brief comic theatre play so that three of the participants play it in front of the rest of the group.

The play should include non-verbal expression.

Realisation suggestions

1. The group decides a basic script of a comic situation.
2. Suggestions: to go and fetch your car for repairing without it being repaired, to meet your partner with someone else, you have been deceived in a shop...
3. First draft of the plot.
4. To introduce ingenious and funny sentences, with corresponding gesture and actions.
5. Definitive writing and review.

Objectives

1. Training
 - a. Basic handling of a document
 - b. Basic font formatting
 - c. Non verbal language
2. Key skills

<ol style="list-style-type: none"> a. Written expression b. Empathy c. Imagination d. Creativity e. Relationships f. Companionship g. Perfectionism h. Self-control 	<ol style="list-style-type: none"> i. Participation j. Initiative k. Motivation l. Body expression m. Tolerance n. Introspection o. Reflection
---	---

Methodology

Stage 2: Creating social relations

Within a group of persons created by the trainer or the participants themselves, this exercise allows to generate social relationships enabling a relationship between some of the participants with the rest of the group and to detect their social profile. Within these micro-groups, it is easier to correct dominating or passive attitudes and break their dynamics, if necessary. At the same time, as this exercise is highly funny, it is easier to develop such a work. It also allows the participants to observe how they would react in other environments.

The established group relationships, thanks to such an exercise, will allow the participants to re-use the mechanisms of social creation and interaction with the rest of companions in later stages (especially stage 3 and 4). These mechanisms should be assessed and corrected for a higher level of integration and should be later assessed by the participant him/herself and the companions.

This exercise can be used in other development stages like stage 4 Initiative, since the trainer can choose an activity co-ordinator within a group to manage during a week, within an established schedule, so that the rest of participants can play the work in front of the rest of participants. It can also be used in the stage 6 Communication. However if it is oriented to the labour market, it can be initiated, in the stage 4, as an assessment of the different verbal and non-verbal attitudes of the participants who reproduce the play.

Exercise	Creation of a theatre play 2/2 To write a brief comic theatre play so that three of the participants play it in front of the rest of the group. The play should include non-verbal expression.
Estimated time	4 h.
Additional data	Recommended size of the group: 2-3 persons.
Suggestions	- Recommended length: 2 pages - To put in bold the name of actors in every intervention and their gesture in italics, close to names. Try to describe the clearest way, the actor gestures and actions.
Beware	The final objective of this exercise is to develop a capacity to solve, with humour, a difficult and tense situation.



Exercise

Training diary 1/2

The participants should create a table whose contents should be defined by themselves (justifying) so that every one of them can control their own learning (training diary).

Realisation suggestions

1. Choose a co-ordinator and/or a manager
2. To discuss the fields to introduce
3. Have you used your creativity?
4. Discuss a design
5. Task distribution
6. Self-organisation (on an individual basis or in groups)
7. Part execution
8. Table design
9. Comparison with the tables of the rest of the group

Objectives

1. Training
 - a. Basic handling of tables (creation, dimensioning...)
 - b. Advanced handling of tables (merge cells, shadings, colours...)
 - c. Word art and table objects
2. Key skills
 - a. Debate, diversity
 - b. Co-ordination. To assume roles in this project. Task division (design, execution, contents...)
 - c. Self-organisation
 - d. Collaboration
 - e. Self-knowledge
 - f. Compulsory individual work to conclude the works

Exercise	Training diary 2/2 The participants should create a table whose contents should be defined by themselves (justifying) so that every one of them can control their own learning (training diary).
Methodology	Stage 3: Reflection and Communication
<p>Once the diary structure proposals are generated by groups of 4 or 6 participants, all works are put together and every one will indicate which factors are most important to evaluate and the reasons (the trainer should also identify which factors are not important to her/him and make a comparison). Once the participants detect and decide together which factors they should evaluate, they are to develop questions for their follow-up. The trainer should assess the participants in their works (so that it is not tendentious, negative etc.) and define a questionnaire.</p> <p>Once the items are defined, realisation of a questionnaire design contest. Realised works are set on a table with different numbers (no participant name) and the participants choose the design they find more appropriate.</p> <p>Throughout the training diary use, if the participants detect that one of the items do not fit their expectation or are different from the beginning, the exercise can be done once again, since it is a good way for the participants to detect the key skills they are to validate and then develop, enabling thus the trainer to detect their evolution.</p> <p>It can also be interesting to underline that the training diary objective is to analyse “day by day” the progress of the different skills and control what they develop, how they feel and the very circumstances influencing the knowledge acquisition.</p> <p>The training diary designing through tables does not generate obvious problems. The trainer can suggest the use of verification cells with numbers from 0 to 10 (0 to 5), to fast design the diary.</p> <p>Once the training diary contents and design are selected, it can be used throughout the training. At the end of the training, the diary will allow to realise a historical analysis of the training evolution and can also be used to assess which factors most influenced every participant.</p>	
Estimated time	4 h.
Additional data	Recommended size of the group: 4-6 persons.
Suggestions	<ul style="list-style-type: none"> - To specially teach those participants in charge of the diary execution so that they teach (throughout the design) the rest of participants (Self-mentoring training). - To suggest that the persons in charge of the execution should technically supervise the design to determine if it is viable or not. - In case of doubt, it is better to try it or ask for it (the trainer should not explain “HOW” to do it but just say that “IT CAN BE DONE”).
Beware	Word tables not always work, as you would like to. “Designed” tables are not as easy to handle as “inserted” tables.

Exercise	Writing a newspaper			
<p>Realisation suggestions</p> <ol style="list-style-type: none"> The aim is to get a document in a newspaper format, including articles by different participants. Proposed articles: report on how the restaurant works, opinion, computers in the future, news: immigration increasing. Documentation source: Internet, written press Every participant will write an article/opinion/report, under the supervision of a co-ordinator. Spelling and grammar checking are to be used, synonyms. One of them will not write an article, but will investigate the writing functioning (headers and footers, newspaper head, insert images). Investigation is carried out with any text. The whole group will design and format the newspaper. Printing of various copies. 				
<p>Objectives</p> <table border="0"> <tr> <td data-bbox="357 869 718 1070"> <p>1. Training</p> <ol style="list-style-type: none"> Columns Headers and footers Spelling and grammar check Synonyms Insert images </td> <td data-bbox="718 869 1005 1048"> <p>2. Key skills</p> <ol style="list-style-type: none"> Team work Motivation Reflection Imagination Creativity </td> <td data-bbox="1005 869 1276 1048"> <ol style="list-style-type: none"> Time management Communication Written expression Companionship Tolerance </td> </tr> </table>		<p>1. Training</p> <ol style="list-style-type: none"> Columns Headers and footers Spelling and grammar check Synonyms Insert images 	<p>2. Key skills</p> <ol style="list-style-type: none"> Team work Motivation Reflection Imagination Creativity 	<ol style="list-style-type: none"> Time management Communication Written expression Companionship Tolerance
<p>1. Training</p> <ol style="list-style-type: none"> Columns Headers and footers Spelling and grammar check Synonyms Insert images 	<p>2. Key skills</p> <ol style="list-style-type: none"> Team work Motivation Reflection Imagination Creativity 	<ol style="list-style-type: none"> Time management Communication Written expression Companionship Tolerance 		
<p>Methodology</p> <p style="text-align: right;">Stage 4: Initiative</p> <p>A first reflection task is carried out to define the kind of newspaper they want, the sections to develop, etc. The next step is the profiling by the trainer of the newspaper design (font, number of words by article, columns, images, etc.)</p> <p>The participants will then choose a newspaper co-ordinator and manager; this person will be in charge of writing the editorial and co-ordinating the different sections and articles. The rest of participants will distribute themselves amongst the different sections, every one being obliged to write three articles, at least, in his/her section. Should one of them want to write an article in a different section, the participant will be obliged to write first those of his/her section and then ask the section responsible if he/ she can write an article. If it is possible, it has to be communicated to the newspaper co-ordinator to avoid publishing a same article in different sections. The day before closing the edition, the section responsables will give their titles to the co-ordinator to realise the first page.</p> <p>Every time an article is finished, it is given to the co-ordinator to be reviewed and then start the newspaper realisation. The trainer role in this exercise is tutoring, since the participants are to co-ordinate themselves. S/he will also correct spelling and written language.</p>				
Estimated length	15 h.			
Additional data	Recommended size of the group: the whole group.			
Suggestions	The group should previously decide the newspaper contents, trying to distribute the contents amongst the participants according to their interests and taking into account that it should be of a general interest, too.			

Exercise	How to write a CV Designing a CV Writing a presentation letter
Realisation suggestions	
<ol style="list-style-type: none"> 1. Contents: <ol style="list-style-type: none"> a. Professional advice b. Review of a formal letter structure c. CV structure 	
Objectives	
<ol style="list-style-type: none"> 1. Training: <ol style="list-style-type: none"> a. Average knowledge in spelling and grammar. 2. Key skills: <ol style="list-style-type: none"> a. Clearly communicate b. To do things well c. Capacities/limits d. Self-confidence 	
Methodology	Stage 5: Personal recognition
<p>The writing of a CV is a very important step and it is of a high importance to make the participants aware that this process includes deep reflection doses on what they intent to communicate through it. The description part of the CV should include relevant personal data, after making a short list of them. If they have past professional experience, the teacher is to indicate them the different way to introduce it (direct or contrary order, per preferences, etc.)</p> <p>Eventually, the CV format and presence reflect the person image, that is why final aspect should be entirely satisfactory. Previously to the CV realisation, the trainer will explain how to write it and will make a description of the current labour market, giving, as an example, different jobs and their requirements. The trainer should highlight that a person is not happy because of a job, but because of the personal recognition of well-done work and that, sometimes to get a professional objective, it is necessary to undertake different paths.</p> <p>Through such an exercise, the objective is that the participants visualise the present situation and recognise which future labour options they can afford. The trainer will then develop a tutor role, since s/he shows the participants which professional orientation can be most gratifying and adequate, according to profile and knowledge. At the same time, s/he makes easier the participant's reflection on his/her future situation and objectives.</p>	
Estimated time	4 h.
Suggestions	When the exercise is finished, dedicate a time to comment errors and the possible ways to improve the documents.

Exercise	Realisation of a product presentation 1/2
<p>Realisation suggestions</p> <ol style="list-style-type: none">1. Selection of a new sale product for our company.2. Design of the product image.3. Definition in a Word document of the commercial strategies to sell the product (letters, catalogues, Internet, etc.)4. Design of a Power Point presentation of the new product, its characteristics, improvements as regards the competition, price.5. Product presentation to the rest of participants.	
<p>Objectives</p> <ol style="list-style-type: none">1. Training<ol style="list-style-type: none">a. Office programme handling (Word, PowerPoint, Adobe Photoshop)2. Key skills<ol style="list-style-type: none">a. Work teamb. Motivation. To do things well.c. Creativityd. To clearly communicatee. Receptive attitude: to learn how to listen to othersf. Self-controlg. Information transferh. Adaptabilityi. Self-confidencej. Autonomy	

Exercise	Realisation of a product presentation 2/2
<p>Methodology</p>	<p style="text-align: right;">Stage 6: Communication</p> <p>This exercise will allow to consolidate the group work and to conciliate it with individual creativity, as well as improve referred key skills. First, the participants will have to select a product line (they are to reach a consensus) with the help of the group co-ordinator. Once they have chosen the kind of company and product they want to design, the participants will decide a company image (in a consensus), defending their position (ex: communication: circles; colours: green because fresh; etc.)</p> <p>In the company and image design phase, which is a group activity, the trainer has to adopt a tutor and advisor role, ensuring the good functioning of the different groups and paying a special attention to the co-ordinator and the attitudes of the rest of participants towards him/her.</p> <p>This exercise also highlights the work on the following key skill: to clearly communicate (company argument and company image), which is put into practice in this very stage as well as in the presentation design.</p> <p>The company products' presentation will allow to work the basic key skills, as well as the work in team:</p> <ol style="list-style-type: none"> 1. Creativity: once the company image and its product line are established, an attractive and impacting presentation is to be realised for the company customers. That is why they are to know Power Point and use it, in a creative way, to develop the presentation. It is important to underline if contents are poor and the effects too important. 2. To clearly communicate: the participants are to detect the kind of language they should use according to their type of costumers, as well as the kind of text writing and formatting. In this case, the trainer should help them decide the contents and the presentation communication strategy. Moreover, the participants should orally introduce their presentation for evaluation by the rest of participants. <p>The trainer will probably have to help the participants in the language adequacy since most of them should not be accustomed to such a work. S/he would show a series of techniques and product presentation models according to the design, language, kind of company and target public.</p>
<p>Estimated time</p>	<p>12 h.</p>
<p>Additional data</p>	<p>Recommended size of the group: 2 or 3 persons.</p>

Exercise Departments of a company	
<p>Realisation suggestions</p> <p>Contents:</p> <ol style="list-style-type: none"> 1. To decide, in groups, which departments are necessary in a company. 2. To design a table with selected departments and their functions. 	
<p>Objectives</p> <ol style="list-style-type: none"> 1. Training <ol style="list-style-type: none"> a. Office programme handling (Word – Tables) 2. Key skills <ol style="list-style-type: none"> a. Motivation. To do things well b. Creativity c. To clearly communicate d. To work in groups e. Empathy f. Long-distance view 	
<p>Methodology Stage 7: Creating a company</p> <p>Together with the trainer, the analysis of a company functioning and its departments, the information and workflow, within and without the company should give a wide view of the departments and make clear the vision of every department. From a computer point of view, it does not present any difficulty, since the objective of this exercise is to fix the knowledge through transcription.</p> <p>The work in groups should help them reach a consensus on the task list of every department. This exercise allows the participants to better know the company world and to easily recognise the company department functionalities, as well as the professional hierarchies. Throughout the training, and previous phases, the trainer will explain the different professional profiles and their different localisation in the company hierarchy. When they establish the departments of their own company, the participants will be able to identify their needs of professional profiles and the company hierarchy.</p>	
Estimated time	3 h.
Additional data	Recommended size of the group: 2 or 3 persons.

SENSITISATION AND DIFFUSION MODULE

Our starting point is that unemployment amongst socially and professionally disadvantaged or “disabled” publics is not generated by a strict lack of professional qualifications or experience, but due to the social images and stereotypes these publics drive. Discrimination is not due to objective parameters but socially and personally created ones. As discrimination is generally a result of ignorance and lack of will to know and to accept as equal a person with any kind of disabilities, our best way to fight against unemployment of that kind of public is thus to destroy discriminating barriers and to bring closer industrial tissue and the society in a whole to “disabled” public.

In a comprehensive itinerary of social and professional insertion, it is thus of a major importance to develop the best strategies to sensitise the employers. The main objective of this sensitisation module is thus to bring closer disabled and employers to fight against prejudices and fears of both.

Here is a series of strategies that can be implemented to reach such an objective; they are only proposals that can be organised according to the following established order or not. Some of them are, nonetheless, of a major importance, since they determine the good development of the others. The rest can be developed or not and in different manners. We also give several examples of good practices and other examples to improve understanding of the contents.

The two important actions proposed are:

- knowing the “disabled” public or the social and professional disadvantaged public.
- Contacts with industrial tissue, especially SME, and analysis of their needs.

Other actions:

- Meeting between the companies and the target “disabled” public
- Sensitisation and diffusion through media
- Arguments that could help
- Good practices examples

1. Getting to know the social and professional disadvantaged public

It can seem superfluous to underline such a fact, but it is a key point in our sensitisation works. As a matter of fact, it is necessary to have a good knowledge of our public profile, in order to better counteract the stereotypes of all kinds generated within the society. Disabled publics are different amongst themselves: sensorial disabled persons present a different profile from persons with a prison past, for example. Stereotypes within the society are also different as regards a public or another.

It is important to define:

- Their main characteristics (age, marital statue, family charges, etc.)
- Their fears and expectations as regards social and professional insertion

- Their life objectives
- Their curriculum
- Their own stereotypes as regards the rest of society and the labour market.

The best way to determine their profile is by realising personal and group interviews.

2. Contacts with industrial tissue, especially SME and analysis of their needs

To be efficient, contacts with the industrial tissue should be continuous and progressive. Society in general suffers from a lot of stereotypes as regards disabled people. It is thus important to first underline them, to develop the arguments to counteract them and, above all, make the companies aware of the exclusion situation and the help they could provide, benefiting themselves from their actions.

Leaflet or brochure

The first step to make is to activate some mechanisms to divulgate the sensitisation and diffusion initiative and reach the target companies and other organisms. Such mechanism can be a leaflet or a brochure to send to a series of companies previously listed, according to the activity sector or objectives.

Analysis questionnaire

Together with the leaflet, an analysis questionnaire can be sent to companies and other organisms, to have a better idea of their professional needs and to better determine the kind of professional profile they need, and especially to accurately define their social stereotypes to counteract them, in a second sensitisation action phase. In such an initiative, it is of a high importance to be as neutral as possible and to structure the questionnaire in such a way that companies will not feel uncomfortable and will agree to answer without having the impression to be morally judged for their opinion.

Example of questions that can be made:

- Have you ever employed a person with a mental disability? Yes or no.
- Did you know that you can benefit from interesting fiscal incentives and aids if you employ a socially or physically disadvantaged employee? Yes or no.
- After a previous selection of yours, would you contract with an employee knowing that s/he has a prison past? If no, why?

Telephone calls

According to the questionnaire, companies can then be called to make them better know the initiative and remind them how they could benefit from such an action and how they can co-operate.

If questionnaire was not realised, it is of a major importance to have had a previous written contact with companies. They tend to throw away what they receive by post, although some times, they have a previous look at what they receive. So, it is necessary to carefully plan the sending and the further telephone contacts, in a rather short delay. If questionnaire was used, the answers can be considered as a positive support to those companies which sent it back.

Some clues

- It can be useful to previously contact the Chamber of Commerce of the region to have a previous idea of existing companies and rank them by activity. Chambers of Commerce or any other industrial organism, generally know the economic situation and can help better orientate the initiative. However, if no questionnaire is designed, they can also “give the pulse” of a given-region industrial tissue, as regards social themes.
- If companies refuse to participate or even give a support to the initiative, ask them if they would not know other ones which would accept (in 60% of tested cases, results are rather interesting).
- Results of every started phase are to be communicated to the companies which answered. It is a way to deeper involve them in the initiative.

3. Meeting between the companies and the target disabled public

Sensitisation forum:

The sensitisation forum is kind of a conference where different social and industrial actors are invited to get to know the initiative, the target public and give their opinion. It can be lead in two different ways and at different moments:

1. As another way to realise the companies' analysis. In such a case, the companies are invited to a brunch and to participate to a round table, on our subject. They would be previously sent the questionnaire or not.
2. As a way to make them know the initiative, to diffuse it or like a meeting forum. In such a case, it is important to invite social agents, media, employers and labour offices. It is a good opportunity to present the target public and make it know to the companies through social organisms working with them. Another possibility is to invite some of the itinerary participants to make them know the companies, too.

Visit to the target disabled public environment:

Of course, it depends on the kind of target public. This kind of activity is especially realistic in the case of socially disabled publics like prisoners, drug addicts, etc. Companies agreeing to participate are invited by the target public to better know each others, they would introduce themselves, their projects, interests and expectations. The companies could directly talk to them, which fundamentally contributes to make stereotype barriers come down.

Interviews and technical tests

Further to the first contacts, visit to companies or other actions, the most interested companies or other organisms can be proposed to realise interviews and/or technical tests before, to deeper know the target public before contracting with or selecting a person for placement. Curriculum vitae can be previously sent, so that the company can make a first selection.

4. Sensitisation and diffusion through media

Since the kind of initiative we promote here has great social and labour consequences, it is necessary to consider the idea of a wide media diffusion, at local, regional and even national level: newspapers, magazines, television, radio or specialised press. Such a campaign has to be designed and implemented from the very beginning of the initiative since contacts are not easy to get and planning are long-term decided.

5. Arguments that could help

However it is essential to know the profile of the disabled public, it is also of a high importance to well know all kind of aids companies could benefit from. These aids are generally fiscal (discount on social security charges). In case of sensorial and motor disabled persons, it exists compulsory measures for companies. All these measures are more harmonised through the European Union and are similar in the member candidate countries.

Examples

- In Spain, as regards people suffering from social and professional exclusion, the employers can benefit from a 65% discount on social charges the first 24 months of contract (texto refundido de la Ley de Estatuto de los Trabajadores, Real Decreto Legislativo 1/95, del 24 de marzo de 1995, BOE 29-III-95)
- In Spain, as regards sensorial and physis disabled persons, in companies of 50 or more employees, 2% of staff should be disabled persons (Real Decreto 27/2000 del 14 de enero)
- In Belgium, companies employing a person of an older age (man or woman) can benefit from discounts on social charges.
- In Belgium, companies employing disabled persons can benefit from financial aids to compensate profitability loss and discounts on social charge to foment disabled person employment.
- In Poland, employers who employ prisoners are entitled to tax allowance equal to the wage paid to prisoners (Experts from ACT dated August 28, 1997 about employment of prisoners).
- In Poland, work plants can also be established by penal institutions, in order to create conditions to employ prisoners and to carry out an economic activity. Prisoners are to account to at least 20% of all staff in work plant by penal institution (Experts from ACT dated August 28, 1997 about employment of prisoners).

6. Good practices examples

- Within the framework of the CREIN project, Business Development Centre (Rzeszów, Poland) and the Rzeszów Penitentiary Centre organised a sensitisation forum which gathered different sectors of the labour market: representatives of employers, labour office, training institutions, women organisation, NGOs, Support Centre, Centre for Social Help, Job Clubs and the media. The aim of such an event was to gather different actors from the labour market, introduce them to the prison realities and the outcomes of the realised project.
- Within the framework of the CREIN project, I&IMS, together with INK Catalunya and the Catalan Justice Department (Barcelona, Spain) invited companies to the prison. The companies' representatives could discover the prison everyday life and realities and got to know inmates in their provisional environment. The inmates introduced themselves, their life and professional objectives and their expectations as regards the present companies. A "questions and answers" round table was organised amongst participants.
- Within the framework of the CREIN project, The Business Development Centre (Rzeszów, Poland) and the Rzeszów Penitentiary Centre organised a conference within the Penitentiary Centre on "Functioning of Penal Institution in Rzeszów in social environment". The main aim of this conference, gathering representatives of the prison system, and all the institutions and organisations that co-operate to provide a help to prisoners, was to present co-operation between the Penal institution and different organisations from the Podkarpackie region.



PLACEMENT/ COMPANY ACOMPANIMENT MODULE

This module should be considered as being an entire part of the training module, since placement in company constitute the logic application of a professional training. Since the peculiar profile of disadvantaged publics is, in general terms, the cause of their exclusion, the placement follow-up must be tighter to bring definitive positive results.

The selection of companies for placement is thus one of the most important aspects. A “disabled” person cannot integrate a company to realise placement where s/he would not receive an additional important tutoring; it is very important to follow the participant through his/her global reinsertion process. This results not only in the trainee preparation, but also in the accompaniment structure development: a mentoring committee, that will have a different meaning and task, according to the kind of disability or disadvantage of the trainee. This committee will be part of the organising structure: social insertion organisation, professional support organism, etc.

Company preparation

Before going on placement, it is necessary to prepare the companies taking part in this last phase. It is possible to lead this activity in different ways (see sensitisation module):

- Information mailing.
- Information meeting.
- Information report on the target public, on potential fiscal aids the company could benefit from.
- Contact person to tutor the trainee.
- Etc.

Trainee preparation

Before going on placement, the training should provide the trainees with the accurate knowledge and techniques, but should also prepare them to the further placement. This phase will allow a substantial re-socialisation with a view to a good placement realisation.

Relation establishment

After the potential companies' selection, it is essential to study the placement opportunities they offer and relate them with the future trainee capacities and needs.

Placement agreement establishment

It is important that the trainee mentor go to the company to have a better perspective of the future placement and get aware of the working conditions and get to know the placement tutor within the company (see Step 1: Proposing a placement job).

Proposal of a placement to a trainee

Once the company has accepted the proposed trainee, the company tutor proposes a series of placement tasks to realise. The company tutor will provide a maximum information on the company, the job so that the adaptation can be led in the best conditions (see Step 2: Confirming the placement).

Placement

The placement agreement is signed amongst both parties (company and trainee) with the agreement of the mentor. The placement can then start. Throughout the placement period, there is a continuous follow-up, carried out as follows:

- At the beginning of the placement, the mentor will control the good start of the placement;
- The mentoring activities' responsible is a contact person for the trainee and the company throughout the placement;
- At mid-period, the sending of a report (see Step 3: Informing on the placement development) will enable to make a first evaluation and palliate the lacks and errors.

End of placement

The placement evaluation and assessment will be lead through Step 4. The evaluation shall be lead with the company, on the one hand, and with the trainee, on the other hand. The ideal situation is to go on assessing the trainee, even after the placement, until s/he does not need it, that is during weeks or even months. In this post-placement follow-up, it is very important to involve other reinsertion association.

Deadlines and useful documents in the placement follow-up

Steps and deadlines⁴

- To propose placement (company, mentor, dates, place and *a priori* contents), through a document (Step 1).
- To confirm the agreed tasks with the placement responsible within the company by filling in the document Step 2. This document shall be sent to the mentor, in the shortest delays.
- To inform the mentor of the placement development through the document Step 3 (at mid-term of the placement).
- To analyse and valorise the results of the placement through a report (4-5 pages) whose contents are described in the document Step 4. This document shall be sent to the mentor to be corrected and evaluated, at the latest, one week after the placement.

The trainee's contacts

- The tutor within the company
- The mentor from the mentoring organisation.

Placement validation

Together with the trainee, the mentoring committee will validate the placement by signing the placement agreement or convention.

⁴ The documents will be filled in by the trainee and the mentor.

Annex 3: Documents to fill in the placement follow-up

- Step 1: Proposing a placement job
- Step 2: Confirming the placement
- Step 3: Informing on the placement development
- Step 4: Analysing and validating: a final report on placement period

STEP 1: Proposing a placement job

- Trainee name and family name:
- Company name:
- Company address:
- Company telephone number:
- Company fax:
- Main activity of the company:

- Name of the placement tutor – company:
- Activity/service of the placement tutor within the company:

- Telephone number of the placement tutor in the company:
- E-mail of the placement tutor in the company:
- Name of the placement mentor – Mentoring organisation:
- Telephone number of the placement mentor:
- E-mail of the placement mentor:

- Title of placement:
- Main speciality of the placement:

- Service in which placement is carried out:
- Status of the person during the placement period:
- Placement dates:
- Placement address:
- Agreed fee/remuneration:
- Agreed tasks between the placement mentor and the company:
 - 1.
 - 2.
 - 3.
 - 4.
 - Etc.

Mentor's name:

Date:

Signature:

STEP 2: Confirming the placement

PLEASE, FILL IN THE HEREBY SECTIONS ONLY IF DIFFERENT FROM STEP1 DOCUMENT

- Company name:
- Company address:
- Company telephone number:
- Company fax:
- Main activity of the company:
- Name of the placement tutor – company:
- Activity/service of the practicesplacement tutor within the company:

- Telephone number of the placement tutor in the company:
- E-mail of the placement tutor in the company:
- Placement dates:
- Placement address:
- Title of practicesplacement:
- Main speciality of the placement:
- Service in which placement is carried out:

IT IS COMPULSORY TO FILL IN THE HEREBY SECTIONS

- Presentation of the company, its products and/or services.
- Presentation of the placement environment: service, management, etc.
- Potential activities lead to find this placement and some advises to the future trainees.
- Trainee tasks:
 - 1.
 - 2.
 - 3.
 - 4.
 - Etc.

- Global quality evaluation of the placement period:

- Excellent Good Regular Bad

- Difficulties encountered:

- Comments:

- Mentor opinion:

Confirm the placement validation

or

Ask for a content modification.

Name:

Date:

STEP 3: Informing on the placement development

- Trainee name and family name:
- Company name:
- Company address:
- Company telephone number:
- Main activity of the company:

- Name of the placement tutor – company:
- Activity/service of the placement tutor within the company:

- Telephone number of the placement tutor in the company:
- E-mail of the practises tutor in the company:
- Name of the placement mentor:
- Telephone number of the placement mentor:
- E-mail of the placement mentor:

- Title of placement:

- Service in which placement is carried out:

- Review of the trainee validated tasks:
 - 1.
 - 2.
 - 3.
 - 4.
 - Etc.

- New tasks, if applicable:

- Progress of every task:
 - Expected planning:
 - Results:

- Knowledge and experience acquired (technical and/or personal abilities used and developed):

- Difficulties encountered:

- Comments

STEP 4: Analysing and validating: a final report on placement period

- Principal developed tasks:
 - Objectives;
 - Results;
 - Means used;
 - Developed knowledge;
 - Etc.

- Main knowledge and experience acquired through the placement:

- Valorisable acquired knowledge and experience for the rest of the trainee itinerary:

- Some advises for future trainees:



EVALUATION MODULE

The evaluation module presents the main objectives of the periodical and continuous evaluation of the different activities and results of the itinerary (training module, placement/accompaniment module and sensitisation module). The aim of the evaluation is to ensure a correspondence between the original objectives and the designed tools/product.

1. Evaluation tools

These are tools to evaluate the different stages of the reinsertion itinerary, especially the training module and placement in companies:

- Questionnaire
- Observation
- Incident telling and interpretation
- Individual and group interviews
- Periodical evaluation table
- Graduation form

Questionnaires

A questionnaire is an evaluation document constituted by questions that can be open (the answering person answers as s/he prefers), half-open (to choose amongst different answers and to justify one's choice or give examples) or closed (to choose amongst different answers). These three kinds of questions can be mixed or not, according to the evaluator and the kind of expected answer.

Observation

Observation consists in attending a training class or a placement day and observe the development. The aim is to write down and highlight elements that do not appear in the traditional evaluations through a questionnaire or any other written method. Observations can be realised on demand of one of the participants (company, trainer, target public) or being part of the normal process. In general, this tool is associated to the following one.

Incident telling and interpretation

Evaluation results are not always "cold statistics". The human side of an evaluation also constitutes an important comprehension part for the good work functioning. The incident telling allows to introduce the evaluation with a human dimension.

This kind of tools allows all the users and participants in any activity to evaluate an element (just one!) they find relevant for the good development of the rest of the works. Through a pre-established form, they will be able to tell an event or bring their own interpretation and solution to an incident. The incident telling form should be divided into two well-defined parts: the incident or event telling and the interpretation of the user. Moreover, this very form has to be filled in just after given event or incident.

Individual or group interviews

It constitutes a complex tool since it gathers other evaluation tools that are questionnaire and observation. Basically, individual and group interviews consist in gathering the target users and recompiling their comments/impressions/opinion through answers to a given questionnaire or incident telling or observation.

As far as the questionnaire is concerned, the evaluation is the same as in the previous case except that the interviewed people orally answer questions. It can be a group or individual answer. It can be an open, half-open or closed questionnaire. As regards incident telling, it is carried out through one or more people interview about a determined incident. All these tools can be mixed in a same evaluation; it only has to be accurate.

Periodical evaluation table

This evaluation tool allows to compare expectations and results at any time of the reinsertion itinerary. It allows to compare the partial and general objectives of an activity and those fixed before starting it and the achieved results through an activity, to point any modification and its justification.

The periodical evaluation table can be presented in the following way:

Task	Objectives	Evaluation 1 (date)	Objectives	Evaluation 2 (date)	Objectives	Evaluation 3 (date)
Training Preparation						

Graduation form

This tool includes a form gathering all important evaluation issues and offering a graduation scale from 1 to 10 and the possibility to introduce comments.

Example:

The training I have just received:

satisfied my expectations?

Not at all

Completely

1 2 3 4 5 6 7 8 9 10

Comments:

2. Evaluation stages

Stage 1: Training Module

1.1. Issues:

In this evaluation stage, issues will be divided into two essential parts: participant satisfaction (trainers and trainees) and adequacy of the training to the main objectives of the programme.

1.2. Evaluation steps:

- When selecting the participants to the training: individual interviews to determine the subjective profile.
- At the beginning of the training: interviews of the participants to determine their satisfaction level and the adequacy of the first activity. With the trainers to determine their own satisfaction level regarding the contents and their adequacy to the public.
- At the middle of the training: for the same reasons as in the previous step and with the same actors.
- At the end of the training to determine the satisfaction level of every participant and the training adequacy to bring possible changes.
- Punctual: every time a participant or a trainer asks for it.
- Throughout the placement phase: it will be an indirect evaluation since, through the placement results, we will be able to determine whether the training reaches its objectives.

1.3. Actors:

- The trainers
- Organising entity (mentoring organisation)
- The participants
- The companies

1.4. Proposed tools:

- Individual and group interviews
- Open and half-open questionnaires
- Observation
- Incident telling and interpretation
- Comparison between original objectives and progressive realisation
- Graduation form (it will mostly be applied to the used computing tools and the training content)

Stage 2: Sensitisation Module

2.1. Issues:

- To determine the success degree of the proposed actions (different contacts with the industrial tissue, meetings between companies and target “disabled” public, media campaign)
- To determine what are the arguments that better convince the companies.

2.2. Evaluation steps:

- During the contacts with industrial tissue
- During the meeting between the companies and the target “disabled” public.
- During the media campaign

2.3. Actors:

- Participating companies
- Organising entity (mentoring organisation)

2.4. Proposed tools:

- Observation
- Questionnaires
- Incident telling and interpretation
- We will also be able to use the telephone call technique in case the feedback through questionnaire would be poor.

Stage 3: Placement/company accompaniment Module

3.1. Issues:

As in the very case of the training module, the evaluation of the placement in companies will be used to assess to essential issues: personal satisfaction of the actors after this activity (trainees and companies) and the training adequacy to the objectives of the companies.

3.2. Evaluation steps:

- After selecting the companies: to determine expectations and objective of the companies as a comparison and starting point in the evaluation.
- After two weeks: interviews with participants to determine their satisfaction level and the adequacy with the first works. With the companies to determine their own satisfaction as regards the kind of follow-up the coordinator provide and the practicesplacement development.
- At the middle of the placement session: for the same reasons as in the previous stage and with the same actors.
- After the placement to determine the satisfaction level of every participant and the training adequacy to provide possible changes.
- Continuous evaluation by the mentoring organisation.
- Punctual observation. Observation sessions in companies to bring another perspective to the project.
- Punctual evaluation: every time a participant or a company asks for it.

3.3. Actors:

- Participants
- Companies

3.4. Proposed tools:

- Individual and group interviews
- Open and half-open questionnaires
- Observation
- Incident telling and interpretation
- Comparison between original objectives and progressive realisation
- Graduation form

Annex 4: Evaluation forms examples

Participants evaluation during training course

(in the middle and at the end of the training)

1. How would you evaluate the training course?

Please mark:

1. very difficult
2. difficult
3. average difficulty
4. quite easy
5. easy

Please explain the reasons for your answer.

2. Please evaluate the trainer's competence using a scale from 1 to 5.

1. very good
2. good
3. average
4. not so good
5. not good at all

Please explain the reasons for your answer.

3. Please evaluate the trainer's attitude towards participants:

1. friendly
2. unfriendly
3. indifferent

4. Did you like working in the group?

5. Which part of the learning matter did you find the most difficult?

6. Which part of the learning matter would you like the teacher to explain again?

7. Do you think you have made any progress, and why (not)?

8. How useful did you find the training materials/books/exercises, etc.?

9. Do you think you need more exercises after each lecture?

10. Other comments:

Questionnaires for participants after the placement period

1. Did you have a chance to strengthen your computer knowledge and new skills during the placement in the company?
2. Do you expect that participation of the placement will increase your chances on the labour market?
3. Did you like the selected training and placement period?
4. If not, please specify what kind of training would you like to participate in?
5. What would you change for other participants in the placement period?
6. What would you change for the training?
7. Other remarks:

Participant's evaluation by employers and person responsible for the placement

Placement period:

Name:

Evaluation of the following aspects:

1. Time organisation
2. Team work
3. Punctuality
4. Problem solving
5. Attitude and adaptability
6. Willingness to do additional work
7. Responsibility/initiative/autonomy
8. Communication
9. Other remarks

Training evaluation by the trainer

Date:

Trainer's name:

Subjects covered during the period:

Impressions of the trainer:

1. What were the aims of the lecture?
2. What part of the training was the most difficult for the participants? Why?
3. Please list the problems encountered during the course:
4. How did you cope with these problems?
5. How was the atmosphere of the group?
6. How was the participant's participation?
7. Were participants motivated and interested in the material?
8. Did the participants prefer individual or team work?
9. Other comments:



PROGETTO CREIN PROJECT CREIN
PROYECTO CREIN PROJEKT PROJ.ET.
200

BIBLIOGRAPHY

Books

- *Competencias transversales, un reto para la formación profesional*, A. Mazariegos et al., Edición SURT, Barcelona, 1999.
- *El cambio a través de la interacción. Procesos psicosociales en consejo y psicoterapia*, S. R. Strong and C.D. Claiborn, Ed. Desclée de Brouwer, Bilbao.
- *Forma y equilibrio sociales*, W. Pareto, Alianza Editorial, Barcelona, 1980.
- *“El pensamiento prosocial”, Una guía de trabajo para la prevención y el tratamiento de la delincuencia y de la drogodependencia. Volúmenes I y II*, R. R. Ross, E. Fabiano, V. Garrido and A. M. Gómez, Edición Cristóbal Serrano Villalba, Valencia, 1996.
- *La Entrevista Motivacional*, W. R. Miller and S. Rollnick, Ed. Paidós, Barcelona, 1999.
- *Teoría del currículum y escolarización*, U. P. Lundgren, Ediciones Morata, Madrid, 1991.

Studies

- *Développer des compétences transversales – Autant savoir*, P. Dunnay, Ministère de la Communauté Française de Belgique, FNDP de Namur, 2001.
- *Què valoren les empreses en la contractació de titulats universitaris?*, Universitat de Barcelona Fundació Bosch i Gimpera, Barcelona, May 2000.
- *Social and occupational integration of disadvantaged people*, Series: Good practices Leonardo da Vinci Programme, Office for official publications of the European Communities, Luxemburg, 2003.

Conferences

- *Key Qualifications: From theory to practice: Transforming Learning in Education and Training*, European Seminar June 5-6 2000, Sintra (Portugal).
- *Programa modular de capacitación e información sobre género, pobreza y empleo. Guía del lector*, Santiago, Oficina Internacional del Trabajo, 2001.

Articles

- *El cuerpo, el desarrollo y la psicomotricidad*, P. P. Berruezo et al., in *Psicomotricidad*, revista de estudios y experiencias, nº49, 1995. Vol.1, pp. 15-26.
- *Las cárceles se llenan de mujeres*, in *El País*, Sunday 21st October 2001, Madrid.

Web sites

- *Aula abierta*,
http://grupocys.eresmas.com/Docencia/Aula_Abierta/La_Entrev_Motivacional/_Que_es_la_E_M/_que_es_la_e_m_.html
- *GAT interpersonal skills should managers develop?*, A. Dziejczak in HRM.PL Portal,
- *La entrevista motivacional*, S. Lizarraga and M. Ayarra ,
- *Las 40 preguntas más frecuentes sobre competencia laboral*, Centro Interamericano de Investigación y Documentación sobre Formación Profesional (Cinterfor) de la Organización Internacional del Trabajo.
- *Modelo escolar en transformación y formación de la personalidad*, J. C. Tedesco, Buenos Aires, 1999.
- *Psicomotricite*, M. Bernard, <http://www.arfe-cursus.com/psymot.htm>