



MANAGE LABOUR INTEGRATION



ABSTRACT

EDUCATION FOR LABOUR INTEGRATION OF DISADVANTAGED PEOPLE

GLOBAL COMPARATIVE ANALYSES.
SIMILARITIES AND DIFFERENCES OF THE
COMPARATIVE ANALYSIS OF THE BEST PRACTICES
IN GERMANY, ITALY, ROMANIA AND SPAIN

Programme: LIFELONG LEARNING PROGRAMME

Sub-programme: GRUNDTVIG

Action: GRUNDTVIG Learning Partnerships

Project title: MANAGEMENT SKILLS FOR ADULT
EDUCATION PROVIDERS WORKING FOR THE
INTEGRATION TO THE LABOUR MARKET OF GROUPS
AT RISK OF SOCIAL EXCLUSION

Project acronym: MANAGE LABOUR INTEGRATION



Lifelong
Learning
Programme

The project MANAGE LABOUR INTEGRATION with partners from ES, DE, RO, and IT focuses on identification and incorporation of best practices as management tool in Adult Education of groups at risk of social inclusion for their integration on the labour market. The partnership aims at improving the management skills of the adult education providers (AEP), working with special disadvantaged groups of learners, facilitating their labour integration.

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PROLOGUE

The Grundtvig program, which already comes to an end, has allowed us to perform several actions to strengthen the exchange of experiences among different organizations related to adult education.

In this project, with the active participation of organizations as Promoción Educativa, Soc. Coop. from Spain; Emobilpress from Italy; The Centre For Democratic Development (CDD) from Rumania and Bida E.V. «Kultur Und Bildung» from Germany, we have shared experiences in promoting good practices in the management of assorted services directed to the adult population in each country.

Although the project was initially conceived for four organizations, the non-acceptance of Euroinfo Center, from Bulgaria has forced us to slightly modify the Action Planning.

The main aim of the project has focused on the selection of organizations, in each country, which work with adult population issues both formal education and non-formal education. Another important characteristic that the project has had is that most of the organizations which established the local partnership, are centres for adults, related to vulnerable population groups or people at risk of social exclusion.

We have shared experiences of care for people with physical or mental disabilities, people belonging to ethnic minority groups, refugees and population groups at risk of social exclusion of all kinds.

During the project, we have focused the attention in the act of reflecting on the concept of Good Practices, and to determine some characteristics that have most of the selected organizations.

The work we have collected in this publication made available to those who need it or are interested on, the set of experiences presented throughout the project, as well as a set of basic criteria to consider a organization which is worth to be qualified as Good Practice for some of their actions.

Without a doubt, this publication does not reflect the richness of what the different teams involved in the project have received.

We leave open the possibility of sharing your impressions with us or with other members of the

network in which the findings of this project and other thoughts on the subject will remain exposed.

Firstly, we would like to thank on behalf of the teams involved, the participation of all the local Project partners and the participation of the different organizations which have had participated with us during the development of the project, especially in the exhibitions of local experiences of adult care, in the Meetings in Valladolid, Palermo, Bucharest and Suhl.

Thank you all very much, and we hope in the framework of the new and wide Erasmus+ Programme, be able to continue working in experience sharing and resource optimization.

And last but not least, we would like to mention our gratitude to the European Commission, for giving us the opportunity to work for two years on this project.

----- Valladolid - Spain, June 2014

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SIMILARITIES AND DIFFERENCES

of the comparative analysis of the best practices in each country: Germany, Italy, Romania and Spain.

Global comparative analyses of the best practices

In the National Working Groups coordinated by each project partner, we have worked at the local partnership level with organizations which attend to socially disadvantaged groups. Some with certain specific characteristics but all of them related to the groups included in the “social exclusion risk” category.

Such is the case in **ITALY** which has focussed its activity on organisations which attend to receiving immigrants, the unemployed and fishermen in work promotion schemes, etc.

In the case of **RUMANIA**, its work has considered the participation of organisations which attend to groups such as victims of gender-based violence, young gypsies, refugees and, in general, other young people at risk of social exclusion.

In the case of **GERMANY**, the organisations which have constituted the local partnership group are also characterised by their attendance to the elderly, unemployed youths and/or groups of people with physical disabilities.

The case of **SPAIN** is the same, whose analysis has focussed especially on work with organisations specialised in attention to socially disadvantaged people, be social or economic, as well as people with psychological disabilities.

Based on the work carried out in each of the transnational meetings which have taken place in every country, as well as in the comparative analyses performed by each of the international members of this project, a set of conclusions is presented which is the result of their thoughtful reflexions.

This section seeks to show the concordance which exists between all the organisations which have worked together with regard to the criteria which have been taken into account in order to formulate their objectives, both organisational as well as in the development of each project.

The criteria which we have taken as a reference to establish the final conclusions are including those which have been considered in order to carry out the analysis of the practices presented in the statements of the meetings of each country.



1. PROJECT FOCUSED ON THE PERSON

This criterion is present in all the activities presented by organisations so that, one way or another, they are clear that they know that the centre of activities and the organisation is the person, even though they are considered from multiple aspects and approaches. Each one emphasises that feature of the person around which their interventional activities pivot.

The diversity of the approaches is conditioned by the perspective from which the person is considered.

All the organisations consider that their working projects have been created to respond to the needs of specific people, in the majority from vulnerable groups and thus they have placed them at the centre of their objectives in order to construct around them different educational methods and/or social intervention.

One of the aspects which stands out from this analysis is the fact of considering that the value and wealth of the person is expressed in their differences, because putting the person at the centre of the organisation does not mean attending to all of them in the same way.

It is precisely this distinction - the right to be different and the fact of expressing it in distinct feelings - which makes it necessary to seek diverse methods of intervention.

The person is thus considered as a specific human being with an individual reality who should be attended to in this dimension.

“Everyone is equal in my work and will be treated with respect and caution in our encounters. I put a lot of value on my consultations with each respective person. This is a prerequisite to finding a good match in assisting each individual”. (Julia Kälber, ASB)

In the majority of these organisations a certain sensitivity appears regarding the individual differences of the people, differences which are very often transformed into the basic element for the development of their own capacities for integration.

Therefore, the distinction is clear, although it is not always perceived by them, among the self-same goals of the person, that very often they are understood in their specific needs and the methods we use to confront those needs.

The sensitivity of the work is related to the type of activity which is performed and to the time which the beneficiary stays in the care centre. In promotional employment centres, the time which the beneficiaries spend is lower than that which they spend in support programmes for people with disabilities, for example. In the latter case, the relationship between the organisational team and the beneficiaries is greater and the sensitivity for detecting special needs, mainly of an affective nature, is also greater.

The level of involvement of these organisations with the beneficiaries which they attend is much higher than what the public might imagine.

No differences exist in the treatment or consideration for their origin (ethnic, racial or of any other type) in any of the organisations which have participated. Although these considerations are in many cases taken into account in order to establish the most appropriate social or educational intervention strategies, both for the beneficiaries themselves as well as for those persons belonging to the host groups.

With respect to the treatment of the beneficiaries, there is no situation which shows anything contrary to the fact that all people are treated with respect: this factor being considered as a special awareness of their dignity, expressed in their ways of thinking, their origin, their convictions or any other fact which manifests their way of being a person.

The organisations understand that the possibility of continuing their work involves presenting realistic projects with attainable objectives according to the possibilities of the context and each person. In this sense the Rumanian reflection serves as a synthesis.

Due to the organisations' experience in working in the educational field and with specific vulnerable group individuals, the projects designed realistic objectives, around the vulnerable persons and their particular contexts. Some of the projects were strongly connected to the local context: the Partnership for Education which offered grants to realistic and achievable local projects, some of them were connected to the people, such as the refugee project which supported them to achieve personal purposes by using specific Rumanian legislation and tools and some of them to both. (Roma, Youth and Women's projects)

Perhaps the proposal of the German partner is also of use:

"In my work, it is important to set small aims so that each person can achieve something, at least. Disabled people need more attention and time than normal people. It is not just work with disabled people, it is a profession". (Christian Tabel, Reha, GE)

In the current situation of changes in Europe, and especially in Spain, the Spanish partner made the following reflection:

"Although many people have experience in educational work with vulnerable groups, often the objectives are realistic in the initial planning, but due to many factors, some internal and some external, these goals become utopian. For example, the economic factor particularly affects the ability to achieve certain objectives (realistic planning). In recent years, the Spanish situation has changed considerably, so many projects with realistic goals up until two years ago, have had to modify their objectives by lowering their goals to achieve successful results. These situations must change and it is the duty of the authorities to work to achieve stability to safeguard organizations working with vulnerable groups. The target to achieve better levels of employment today in Spain is unrealistic because unemployment is too widespread in the country." (SP)



2. PARTICIPATIVE DIMENSION

2.1. INTERNAL LEVEL

In the analysis carried out, this principle is understood as a criterion by virtue of the fact that the skills and knowledge of each member of the organisation are taken into account and are used in accordance with the needs of the beneficiaries. All the centres fulfil this principle.

“All projects were designed in a specific format to obtain, appreciate and use the contribution of its staff and target groups and even indirect beneficiaries. All team projects were characterized by staff dedicated to their specific vulnerable groups”. (RO)

Another aspect of this criterion is the need to consider the participation of all the members of the organisation in the formulation of their goals or of the objectives of a specific project. In the best-case scenario it would be desirable to include the active participation of the beneficiaries of the actions.

Reflection of the Spanish member:

“We detect a feature: the larger the organization, the more difficult it is to consider the views of the technicians who work directly with the groups.” (SP)

On the other hand, in the majority of the organisations which have been worked with, it can be assured that the formulation of the objectives, both of the organisation as well as the projects which are worked upon, takes into account the final targets of the project or the organisation.

In the Spanish case, however, this characteristic is fulfilled to a lesser extent, because very often the participation of the technicians and/or the interested parties is considered more than the final targets.

The description of the group work in Rumania stands out which globally expresses the aforementioned implication:

“The participatory approach was designed from the level of objective settings. Participatory design and delivery were provided through explicit involvement of the vulnerable groups (refugees, Gypsies, youth and women’s projects), including constant dialogue (interactive training and counselling for women, refugees and Rumanians). Constant dialogue was used by the Partnership for Education project, even if in the classical format of grant allowance one could not expect communication with the beneficiaries”. (RO)

2.2. EXTERNAL LEVEL

The complementarity principle is necessary in the formulation of integrated projects in the social networking environment where everyone works.

However, it is possible to appreciate the existence of isolated projects, mostly from organizations that have priority for ideological or religious goals, which do not take into account input from other organizations in the area or other projects in the sector. The local coordination and sectoral organization appear as key elements for success in the medium to long term social intervention projects. In this case, all organizations selected include in their planning coordination with other organizations in the area or sector and in particular the local government trying to coordinate some of the performances.

The majority of the organisations which are working in these types of projects know more functionally than theoretically this dimension of complementarity.

In all the cases, the project partners have reported the complementarity present in the subjects related to the project.

Today, in practice, the synergy between the different social participants in the promotion of coordinated activities designed to respond to the specific needs of the beneficiaries in each case is a more widespread practice.

Faced with each specific subject, it is possible to notice a coordinated monitoring of the problem which is sought to resolve, with participation of the majority of the social participants and interested parties.

At the same time as we advance as regards coordination in relation to strategies to tackle specific

subjects, we also advance in the consolidation of synergies which enable us to take advantage of resources present in other organisations in order to achieve more difficult goals and/or extend the services to more beneficiaries.

We should highlight a specific fact, that in order to share diverse capacities and ways of operating with other centres or organisations, it is necessary to know clearly their capacities and scope, which implies that a permanent work of evaluation on the part of the organisations is necessary.

Networking is a condition for survival of organizations working in social intervention. In this case, all organizations have experience in networking and not only involved in various networks, but in some cases they themselves promote networking and the exchange of experiences.

For the formulation of many projects co-financed by the EU's condition networking, the same project is a good example of this dimension.



MANAGE LABOUR INTEGRATION

Meeting of the Board of Directors of the LI on 12 November 2014
Proposals: 1. The LI shall be dissolved and its assets transferred to the
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3. OPERATIONAL CAPACITY

3.1. AT THE TECHNICAL LEVEL

The team's experience is the basis of the work and success in the formulation and implementation of projects. However, one of the fundamental pillars for participants is that, although there are workers and experienced managers in the project design, it is very important for the permanent incorporation of young staff to bring more willingness for change and to be more open to receiving the influences of external factors which may benefit the execution of projects or reformulation of objectives based on the needs of the environment or complementarity. Youths' experience gained in formal education (university or research institutes) is a very important contribution to the future and the updating of the teams.

The qualification criteria vary depending on the type of organization. In organizations working directly with vulnerable people, a highly experienced staff (with relationship skills adapted to such persons) with a theoretical qualification, but with a low level of social skills, is often more important. We believe that in the overall development and implementation of a project both people must be present. But in this project, professional and experienced staff and experts were involved in all the projects, not only one, but all as partners.

In Germany, also, all members of the organisations have the possibility for further education, which means studies and vocational qualifications. On the one hand, the different qualifications are included in daily work while, on the other hand, they encourage the diversity of the network. All members participate regularly in training, in order to always be at the latest social/educational/therapeutic level. Employers require active participation in training and bear the costs for it. Through regular self-improvement training, a continuous development of daily work within the respective organization is achieved.

"I am very happy that my employer allows me an additional qualification or training. Thus, I get the chance to use the knowledge for my organisation and my clients. I become an esteemed specialist for my work". (Christian Tabel, Reha, DE)

In summary, this dimension, present in all the organisations, is a dynamic reality. The need for permanent training in this field, as expressed by the German team, must be maintained alive, during time. With the same insistence we have spoken about the need to promote European exchange programmes between people working in similar areas.

However, this characteristic is naturally presented in organisations devoted from a professional level to the attention to vulnerable people, but exist in Spain and Rumania movements which have been created on the initiative of the beneficiaries themselves where the condition of highly qualified personnel for the performance of the actions is not applicable.

The experience of the work team remains especially linked to the capacity towards a logical and coherent formulation of the goals, a dimension which is acquired over time, while at the same time it is further strengthened with other organisations related.

The organisations we have worked with are, in general, in the process of growth. They consolidated their working structure progressively according to circumstances, needs and possibility of using new resources on the part of their members. They recognised the need of a rational and intelligent use of the resources, considering their scarcity.

In the group, the use of ICT was not specially mentioned, due to the fact that it is already a reality fully incorporated into their daily work. If necessary, we have to develop a greater use of the networks in order to promote collaborative learning or functional use of networks open to new experiences and methods of intervention.

3.2. AT THE FINANCIAL LEVEL

In the organisations, there were no problems to financial justify their actions. Although it can be done in various ways. Generally, for the smaller organizations it is sufficient to present the accounts for each year in the corresponding register and in many cases to justify the specific actions before the organizations (public or private) which have financed the project. This principle is understood to be valid and necessary in all cases.

The larger organisations must be audited periodically. Their projects were audited by local, national or European authorities. All members agreed that smaller projects require internal audits and others are subject to external audits contracted directly by themselves or imposed by the Management Authority. For the participants, this rule seems very important. With regard to financing by means of safe and stable sources, the organizations seek to maintain their own financial sources. However, this is not always possible. Often, as at this time, the non-profit making organizations struggle to attain their goals but they have great financial problems to achieve them.

It is important that the organisations can justify a permanent level of income without the need for subsidies for projects for specific activities.

Another aspect considered, concerns the need to strengthen the development of decent jobs. This characteristic is present in all the organisations, although with a certain difference when it comes to finding these types of jobs. A direct relationship exists between the unemployment situation in the zone and the precariousness of the employment offer. However, the projects need to be able to strengthen the idea of proposing decent jobs.

In relation to the precariousness of employment with respect to the people who work in the care centres,

the situation varies considerably. While in many countries it can be said that the work of their technicians is guaranteed, the situation in Spain and Romania, currently, is very difficult because the majority of the organisations working in European projects have to contract staff only for the duration of the project.

Gender equality is another dimension of the work with people at risk from social exclusion. In general, for all the projects, gender equality represents one of the most important goals, not only for women's projects, but also for those who work with women who are victims of gender violence, although in some organisations such a disposition turns out to be clearer.

Now, the gender equality objective is considered to be more a transversal objective of the institutions than a specific goal of the projects.



4. FROM A DEFINED THEORETICAL FRAMEWORK

Throughout their developmental process the organisations which have been involved in this work have progressively defined their own framework of actions.

The organisations believe that the framework of ideological reference is one more instrument in service to attain the goals of the institution for the promotion of the rights and opportunities of the most vulnerable people.

The organisations are open to the participation of their members in order to enrich the analytical perspectives of the reality from the ideological framework of reference.

The analysis and evaluation of the projects allows us, in many cases, to enrich the ideological framework itself, based on different approaches to the person.

In general, in so far as the organisations work on projects co-financed by Europe, they progressively enrich their approaches and their own reference models with goals proposed by the European Commission in the various Programmes in which the projects are included.

In the majority of the organisations a correspondence exists between their framework references - expressed in their own statutes - and the projects developed. This involves considering people with their individual differences, with their equality of rights and opportunities and with the right which we all have to preserve our own privacy. A key element of our work is the promotion of respect and the dignity of each person with whom we work.

“Often, the projects were especially designed to encourage the participation of its beneficiaries and encourage them to express their ideas: in the case of the PROFAMILIA project, the women developed their own thoughts concerning their inclusion in the labour market. Local teachers in the Partnership for Education project expressed their local needs/thoughts when designing their projects which received grants from the CEDU organization. A flexible approach was developed by the Refugee Project in order to be open to the variety of ideologies and thoughts”. (RO)

Awareness exists in the organisations regarding the importance of being permanently open to opinions, suggestions and approaches proposed by the personnel of the institutions which is enriched in the daily work with the beneficiaries of the projects. Continuous work on the network with other organisations which attend to similar subjects is also very important.



5. WITH RESPECT FOR THE KEY PRINCIPLES OF THE EUROPEAN UNION

In the organisations there is an awareness of being part of the European Union, not only as an economic union but also as a union of values which builds a society ever more at the service of the individual based on the principles expressed in the EU Charter of Fundamental Rights (The Treaty of Lisbon). Work is performed with more respect for the equality of opportunities in the widest sense and for the promotion of the gender perspective as a key to the planning and performance of projects. The opinions of the technical personnel are taken more into consideration jointly with other types of political, ideological or economic in the institutions.

Another criteria which expresses respect for the principles of the European Union is the fact that we have managed to functionally integrated the contributions of the volunteers in the social intervention projects without eliminating jobs.



6. CREATIVE CAPACITY

"...All the participants in the project should have the possibility of continuous education and new learning. Learning and growing together. Together, discussing and working for the common goals ahead". (Bärbel Kälber, Private School of Social and Economy, Suhl)

"Children in difficult circumstances need special support to help in the development of their personality and to support them in their way of life". (Anne Kalkahake, Familienkasse, Suhl)

"...During their personal education and acquirement of knowledge they get a boost for themselves, but it can be a boost also for the others. All organisations are trying to work individually, which means that each person is considered as an individual. Thus, there are no generally accepted assumptions. Each person requires special and individual work. This is a very creative and positive exchange which gives the members the possibility to learn and develop new ideas".

"...The immigrants coming to Germany bring along various source conditions, language skills and different abilities. Within the migration project we must succeed in recognizing this and gain knowledge growth. That requires high concentration, diversity methods, educational know-how and social readiness." (Dagmar Römhild, WBM)". (DE)

contact with other organisations and especially with the beneficiaries the projects are aimed at. Another important factor is the ongoing process of evaluation of each project being carried out, but also of the process of growth itself of the organisations.

As our Rumanian partner points out:

"...All projects were based on periodical evaluations pursuant to procedures established by the management staff. Some of the projects had several rounds, e.g. the Roma project, where the project was implemented for several years and the staff had the opportunity to analyse and add better solutions to it. The Partnership for Education project had two rounds of grants allocated to local schools. The CEDU team had the chance to improve the way they managed the relations with schools (clearer terms of reference for local projects, deadlines, frequent questions and answers offered in advance). The monitoring of local school projects helped them also to learn from the mistakes and to plan better and adapt". (RO)

The creative capacity involves learning from our own mistakes, but also thinking to the future in an attitude permanently open to the possibility of evaluation in accordance with the objectives of a specific project, the goals of the organisation or the objectives of the programme in which a project is included.

The majority of the partners in the organisations understand that this ability is fundamental for their own survival. Therefore, we have to be in permanent



7. THE MULTIPLIER EFFECT

This dimension is progressively consolidated over time. The majority of the member and associated organisations understand that the multiplier effect occurs firstly because of the daily relationship with other similar organisations. The presentation of reports and the participation in work networks strengthens the multiplier effect of the results of the projects.

The very same structure of these projects have enabled the creation of the multiplier effect through meetings with similar local entities and organisations, which encouraged the spreading of the contents developed and even more the reflection regarding the social intervention practices chosen in each case.

We have agreed, as well, that (we can learn from the experience of other organisations and people). Therefore, it is necessary to foster in the workforce a permanent opening in order to take on board new experiences in the broadest sense of the word. The reciprocal version is also very important. In the same way as we are prepared to receive the knowledge of others, we must be open to offer our experiences to other organisations or groups which can use them, as instruments, to optimise their own processes of intervention.

Throughout this project, the network between the member organisations, both nationally and transnationally, has enabled us to evaluate even more this dual dimension of collaboration.

We have learnt that when we work with clear goals and place at the disposition of others our accumulated experience, we obtain in exchange an external recognition which is transformed into a true source of influence in the sector, which enables us to strengthen our presence in the most vulnerable sectors with which we work.

This strength makes it possible, moreover, to obtain a greater independence to propose new work

objectives both to the Public Administration as well as to those private organisations which activate in the sector.

“... Indeed. Autonomy is important in the management of organizations: that is to say, to enjoy independence from established power and although it is important to network with local authorities, it is also important not to create a permanent dependence on them, because if you lose autonomy in the development of projects the vitality is lost.” ... (SP)

Another essential factor in the multiplier effect is the viability of the projects which is obtained from networking but also from the permanent spreading of strategies and results. In our case, the majority of the organisations have published their activities on their own websites and the Spanish organisation has made available to for the transnational project a website which it has kept continually up to date.

All the transnational conferences and meetings in this case have acted as effective instruments which multiplied the effects of the project.

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8. EVALUATION AND MONITORING OF THE RESULTS

These are measures which have been proposed for a long time in the project guides. Today, it is a requirement for all the social intervention projects. In some cases it has been a difficult task for the organisations to change the strategies and balance the objectives with operations and desired results.

There are some differences in the interpretation as such, for example, ~~that~~ the German partners contribute to the idea that each team must feel free to establish their own work style, without rules defined transnationally.

But this refers more to the internal monitoring of the intervention processes than the evaluation of the projects as such. In the case of specific intervention projects they understand that for the preventive work there are now formulas in existence which describe where, with whom and which subjects should be discussed.

In all interventions, the personnel of the projects performed periodical evaluations and identified the problems which were analysed and adapted to each specific reality.

Nevertheless, it seems opportune to insist on the need for a correct formulation of the goals of the social and educational interventions and of the possibility to evaluate the results based on these objectives.

The majority of the organisations with which we have worked, and especially those whose good practices have been selected, work in this way.

It is a task which is progressively taken on at different speeds, but which continually advances. The formulation of the intervention projects in operational terms, and citing sources which verify the results, ~~is~~ are key elements for the evaluation of the work carried out.

The organisations selected in these good practices, although with a different level of development, are channeled towards the planning of objectives indicated below.

Direct indicators of the first use (list of courses, list of signatures, photos, minutes of the meetings, etc.), but we have also incorporated indirect indicators (evaluation questionnaires of third parties, interviews with interested parties, the lists of the governmental organizations where the activities referred to appear, etc.).

Pending for future projects is the development of new formulas for approaching the aims in social intervention projects as well as the proposal for new indicators of the results.

In this sense the incorporation of ICT (Information and Communications Technology) is opportune and useful.

The formulation of the objectives in measurable terms at the quantitative level is a characteristic which has been present in the majority of the projects presented. Thus, it turns out that in all the cases of Good Practices selected, results generally measurable in quantitative terms have been shown.

The development of the capacities of establishing the parameters which make it possible to express the impacts, that is to say, the changes gained in the medium and long term (in quantifiable terms), are more difficult to calculate. One conclusion of this analysis could be the need to make an effort to achieve progress in the measurement of the impacts.



GENERAL CONCLUSIONS

of the comparative analysis of the best practices in each country: Germany, Italy, Romania and Spain.

In summary, this project has made it possible for the international member organisations (one per country), as well as the network of associated organisations at the national level (an average of five per country), to know the different ways of managing adult educational projects, understood in the widest sense.

All the organisations work with people pertaining to vulnerable groups and from diverse approaches, with distinct ideological frameworks, but with a profound commitment to serving the weakest members of society.

This work has enabled us to know diverse experiences, to exchange intervention strategies, to establish new contacts and methods of collaboration and to reflect on what we have denominated and defined as “GOOD PRACTICE”.

The new mobility programmes in *Erasmus+* should give us the possibility to establish wider networks channelled not only towards disseminating these results, but also to establishing new mechanisms of collaboration in the light of the advances obtained in the technological and communication resources.

+ INFO PROJECT PARTNERS

PROMOCIÓN EDUCATIVA SOCIEDAD COOPERATIVA

 **Promoción Educativa Sociedad Cooperativa** is an adult education centre, organising courses in the field of personal development, social abilities, new technologies, courses for people in the labour market and unemployed. It is working with adults in risk of social exclusion: immigrants, people from the rural area, women victims of gender violation, unemployed, senior learners and adults, who haven't finished the obligatory education.

The organisation is a cooperative of social initiative and participates as a coordinator or partner in many projects of social and educational intervention at regional and European level. Currently we're executing various European project in the frame of the LLProgramme Grundtvig Workshops.

>>> www.promocioneducativa.es

>>> info@promocioneducativa.es

BIDA E.V. «KULTUR UND BILDUNG»

 **BIDA e.V. «Kultur und Bildung»** is a new organisation, but its members have big experience in adult education.

Purpose of the association is to promote youth and elderly care, art, culture, education, and also international understanding and development cooperation; to organize events in order to change the society's attitude towards marginalized groups.

The organisation is working with adults in risk of social exclusion and immigrants. Special care is given to unemployed women with trainings for their integration to the labour market.

>>> bida2010@web.de

>>> www.bida-kultur-bildung.de

THE CENTRE FOR DEMOCRATIC DEVELOPMENT

 **The Centre for Democratic Development (CDD)** was set up in 2010 by the Council of Europe Information Office staff in Bucharest jointly with other founding members in order to promote human rights and a democratic society.

The organisation focused on building a more inclusive society based on social justice by actively participating in local groups of action created to enhance social dialogue and inclusion in favour of disadvantaged people, and best practises exchanges in the field of social economy at the community level.

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E MOBIL PRESS

 **E Mobil Press di Alessandro Accardo Palumbo** is responsible to facilitate multimedia communication training and access to education in a difficult economic and social context to disadvantaged adult learners.

The reference area is characterized by the presence of immigrant workers coming largely from Tunisia with integration difficulties in the local community.

The operating area of the company suffers from a severe economic crisis with high unemployment and poor infrastructure. The organisation has been participating in 2 Leonardo Mobility Projects as hosting partner and is highly motivated to gain experience in the Grundtvig Learning Partnerships.

>>> www.emobilpress.it

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MANAGE LABOUR INTEGRATION | ★

Programme: LIFELONG LEARNING PROGRAMME
Sub-programme: GRUNDTVIG
Action: GRUNDTVIG Learning Partnerships

Project title: MANAGEMENT SKILLS FOR ADULT EDUCATION PROVIDERS WORKING FOR THE INTEGRATION TO THE LABOUR MARKET OF GROUPS AT RISK OF SOCIAL EXCLUSION
Project acronym: **MANAGE LABOUR INTEGRATION**

PARTNERS



Promocion Educativa is an adult education centre, organising courses in the field of personal development, social abilities, new technologies, courses for people in the labour market and unemployed. Promocion Educativa is working with adults in risk of social exclusion:

immigrants, people from the rural area, women victims of gender violation, unemployed, senior learners and adults, who haven't finished the obligatory education. The organisation is a cooperative of social initiative and participates as a coordinator or partner in many projects of social and educational intervention at regional and European level. Currently are executing an European project in the frame of the LLProgramme Grundtvig Workshops.

☑ proyectos@promocioneducativa.es - www.promocioneducativa.es



BIDA e.V. «Kultur und Bildung» is a new organisation, but its members have big experience in adult education. Purpose of the association is to promote youth and elderly care, art, culture, education, and also international understanding and development cooperation; to organize events in order to change the society's attitude towards

marginalized groups. The organisation is working with adults in risk of social exclusion and immigrants. Special care is given to unemployed women with trainings for their integration to the labour market.

☑ bida2010@web.de



The CDD was set up in 2010 by the Council of Europe Information Office staff in Bucharest jointly with other founding members in order to promote human rights and a democratic society. The organisation focused on building a more inclusive society based on social justice

by actively participating in local groups of action created to enhance social dialogue and inclusion in favour of disadvantaged people, and best practises exchanges in the field of social economy at the community level.

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The project "MANAGE LABOUR INTEGRATION" with partners from ES, DE, RO, and IT focuses on identification and incorporation of best practices as management tool in Adult Education of groups at risk of social inclusion for their integration on the labour market. The partnership aims at improving the management skills of the adult education providers (AEP), working with special disadvantaged groups of learners, facilitating their labour integration.

THIS PROJECT HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION

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Lifelong Learning Programme