



**Uniting Practices
for 2nd generation
YOUTH**



**UP2YOU. Uniting Practices for second
generation YOUTH**

European Practices

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PROGRESS (2007-2013)**



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UP2YOU European practices

“UP2YOU. Uniting Practices for second generation YOUTH” is a project based on the collection and exchange of practices regarding the transition of 2nd generation youth from education to the labour market. The activities included a) an initial desk research aimed at taking a picture of the respective national situations; b) the collection of practices in four partner countries - France, Germany, Italy and Spain –; and c) the organization of four transnational seminars with the participation of experts from all partner countries. While project activities have been carried out in the abovementioned countries, practice exchange has involved two more European countries: Romania and the Czech Republic, which participated as “observing partners” in consideration of their shorter immigration history.

This document presents the practices collected in the partner countries as part of the national desk research activity.

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The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

For more information see: <http://ec.europa.eu/progress>

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GERMANY

UP2YOU – Practice Description Template¹
<p>Practice Name and year of implementation: KAUSA – Coordination Office Apprenticeship for Self-employed Persons with a Migration Background <i>(KAUSA – Koordinierungsstelle Ausbildung bei Selbständigen mit Migrationshintergrund)</i> Founded in 1999, since 2006 part of the JOBSTARTER programme (funded by the Federal Ministry for Education and Research and the European Social Fund)</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Germany, national programme (with regional/ local projects)</p>
<p>Implementing agencies/organisations: Federal Ministry for Education and Research The local projects are implemented by different organisations (e.g. administrations, NGOs, welfare/ labour market/ migrant organisations)</p>
<p>Target groups: Entrepreneurs/ self-employed persons with a migration background, Young people with a migration background, Labour market actors (e.g. Chambers)</p>
<p>Context(s) in which it is/has been implemented: According to a study for the Federal Ministry of Economics and Technology (as of 2007) on migrant businesses and their participation in vocational training, these businesses’ participation rate is much lower than the German average: about 14% of migrant businesses – compared to an average of 24% of businesses – offer vocational training. However, businesses owned and run by people with a migration background are important employers in Germany – more than two million people work for them – and the trend is increasing. Furthermore, the participation rate in vocational training for youth with a migration background is also below average (28% vs. 42%) and it is one major objective of the National Training Pact to increase this participation rate.</p>
<p>Objective(s): The main objective of the KAUSA programme is to increase the participation in vocational training of migrant businesses as well as young people with a migration background. First of all it aims at migrant businesses and supporting them to create new apprentice positions. Networking is an objective in this regard as well. Furthermore, KAUSA also implies an image campaign and wants to make stories of successful entrepreneurs with a migration background visible.</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): Within the KAUSA programme, several local projects are funded and implemented which are designed to advice and support businesses owned and run by people with a migration background in participating in the dual vocational training system and in offering apprenticeships. On the one hand, the projects provide information on the specific system and the different actors involved to migrant businesses. On the other hand, they also support these businesses in preparing for their role as trainers. KAUSA launched the</p>

¹ All Practice Templates are based on the information given in the respective links.

initiative “Active for Apprenticeship” (*Aktiv für Ausbildung*) in 2004 and since then promotes a networking process between the Federal Ministry for Education and Research, the Chambers of Industry and Commerce, the German Confederation of Skilled Crafts, the Federal Government Commissioner for Migration, Refugees and Integration as well as several migrant business associations. As part of the “National Pact for Career Training and Skilled Manpower Development” (*Nationaler Pakt für Ausbildung und Fachkräftenachwuchs*) the KAUSA projects also targets youths with a migration background: In 2012, the first “KAUSA Youth Forum” took place with four youth conferences where young people could present themselves and developed ideas on how to convince businesses to offer apprenticeships. Moreover, KAUSA publishes the stories of entrepreneurs with a migration background and their participation in the dual vocational training system and awards the KAUSA Media Prize every year since 2010.

Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don’t work and why?

Since 2006, the 39 different local KAUSA projects managed to create more than 9,000 new apprenticeship positions.

The local projects involve German and foreign business associations, migrant or welfare organisations (sometimes such organisations implement the project as well). They offer information not only in German, but also in other languages. The projects are advertised in foreign-language media as well. The providers of the projects have a comprehensive acquisition of participants: they organise information events, send letters to businesses and approach potential participants individually.

Links for additional information (if available):

www.jobstarter.de/kausa

http://www.bmbf.de/pub/wir_machen_mit.pdf

http://www.bmbf.de/pub/gesichter_und_geschichten.pdf

<http://www.aufstieg-durch-bildung.info/news/vom-unternehmer-zum-ausbilder-mit-kausa.html#morecontentanchor#morecontentanchor>

UP2YOU – Practice Description Template

Practice Name and year of implementation:

Acquisition of additional apprenticeships in migrant businesses (*Akquisition von zusätzlichen Ausbildungsplätze in Migrantenbetrieben –AZAM*) and Apprenticeship Pilots of the Chamber of Industry and Commerce, Schleswig-Holstein (*Ausbildungslotsen der IHK Schleswig-Holstein*), implemented in 2010

Where is it implemented (country, city/region) and level of implementation (national practice, local practice):

Schleswig-Holstein, Germany; regional project

Implementing agencies/organisations:

Turkish Community in Schleswig-Holstein and Chamber of Industry and Commerce, Schleswig-Holstein, in cooperation with other institutions and organisations

Target groups:

Businesses owned and run by people with a migration background, pupils/ young people (with a migration background) and their parents

<p>Context(s) in which it is/has been implemented: The demographic change is seen as a challenge in Schleswig-Holstein with regard to securing skilled personnel for local businesses. In the state, there is a growing number of migrant businesses, but only about 10% of them offer apprenticeships and therewith qualify young employees. At the same time, youths with a migration background in Schleswig-Holstein find it difficult to obtain an apprenticeship.</p>
<p>Objective(s): On the one hand, the project aims at informing migrant businesses on the dual vocational training system and to encourage, support and qualify them to create apprenticeships. On the other hand, so-called apprenticeship pilots inform and help young people (mainly with a migration background) when deciding if and which apprenticeship to choose.</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): Migrant businesses are informed in face-to-face talks about the advantages of the training system as well as potential benefits of offering apprenticeships and supported in employing youths with difficulties to find apprenticeships. Moreover, employees are qualified to train apprentices. A network of local actors is developed, linking businesses with institutions of interest such as the chambers, employment agencies/ jobcentres or schools. For young people, information and support is offered, e.g. as apprenticeship fairs or personal counselling.</p>
<p>Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why? The project can be considered as effective, since every year up to 70 additional apprenticeship places could be created in migrant businesses. It can be assumed that the close and personal support of the persons responsible for the project – who often have a migration background themselves – is one major aspect for the success. Furthermore, young people also take on the services of the apprenticeship pilots, e.g. there are many participants in fairs and other events.</p>
<p>Links for additional information (if available): http://www.tgsh.de/index.php?page=projects&lang=de&id=0000000007, http://www.ihk-schleswig-holstein.de/bildung/ausbildung/projekte/1378636/Ausbildung_in_Migrantenbetrieben.html https://www.facebook.com/ihk.ausbildungslotsen http://www.abendblatt.de/region/article1594745/Luebeck-Ein-Migrant-als-Ausbildungsberater.html</p>

UP2YOU – Practice Description Template
<p>Practice Name and year of implementation: Model project: “Heterogeneity in Vocational Orientation and Apprenticeships” (<i>Heterogenität in Berufsorientierung und Ausbildung</i>), implemented in 2011</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Local project; Hamburg, Germany Part of the model test “New ways into dual vocational training – heterogeneity as opportunity for securing skilled personnel” of the Federal Institute for Vocational Education and Training (<i>BIBB</i>)</p>
<p>Implementing agencies/organisations: Working group of immigrant entrepreneurs (<i>Arbeitsgemeinschaft selbständiger Migranten – ASM</i>) in</p>

cooperation with the Hamburg Ministry for Schools and Vocational Training; funded by the Federal Ministry of Education and Research and the Federal Institute for Vocational Education and Training

Target groups:

Young people (mainly with a migration background), local schools and businesses (mainly SMEs)

Context(s) in which it is/has been implemented:

The shortage of skilled labour is already common in some regions in Germany and is seen as a particular threat to small and medium-sized enterprises (SMEs). Apprenticeship positions cannot be filled by the companies with suitable applicants, but at the same time, there is a high number of young people who cannot find an apprenticeship.

Objective(s):

The project's main objective is to support young people – mainly with a migration background – who are faced with difficulties in finding an apprenticeship in their transition from education to employment. For this, the project aims at sensitising and enabling local businesses to see, appreciate and utilise the potentials and qualifications of these youths for their company.

Brief description (i.e., professions involved, services provided, how the services are provided):

15 to 20 businesses (mainly SMEs) in the fields of commerce, services and crafts are motivated to employ 30 apprentices with uncommon education biographies. At the beginning, the businesses offer work trials and internships to get to know the potential apprentices. At the same time, the young people are supported in compiling their applications, are trained in doing a job interview and are generally supported in finding an apprenticeship by matching them with positions offered by the businesses. Through telephone calls, in meetings and by visits in the companies, the youths are accompanied not only when applying, but also during their apprenticeships.

Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why?

The model test – as well as the single model project – is evaluated by a group of three research organisations. Results are, however, not published yet. It can be assumed, though, that the broad support of both, the youths and the businesses, by the employees in charge of the project is a major factor of success. The implementing (migrant) organisation is working closely with the businesses to convince them of the potentials and strengths of the participating youths. Furthermore, the project is involved in the Hamburg "Transitional System Education – Employment" and can draw back on the cooperation with the Hamburg Ministry of Schools and Vocational Training as well as with local schools.

Links for additional information (if available):

<http://www.asm-hh.de/het.htm>

<http://www.bibb.de/de/59453.htm>

http://www.bibb.de/dokumente/pdf/Infoblatt_2011_09_06_asm_Hamburg_final.pdf

http://www.bibb.de/dokumente/pdf/BIBB_Infoblatt_2012_ASM_Hamburg_2509.pdf

http://www.bibb.de/dokumente/pdf/Zusammenfassung_Statements.pdf

UP2YOU – Practice Description Template

Practice Name and year of implementation:

<p>Training exchange “Show your colours – apprentices with diversity” (<i>Ausbildungsbörse „Zeig Flagge – Azubis mit Vielfalt”</i>)</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Dortmund (North Rhine-Westphalia, Germany), implemented in 2010 Local project; part of the regional network biz „Education is Future“ (<i>Bildung ist Zukunft</i>), a Turkish media network, funded within the programme “Going for Vocational Education” (<i>Perspektive Berufsabschluss</i>) by the Federal Ministry of Education and Research</p>
<p>Implementing agencies/organisations: City of Dortmund, Employment Agency Dortmund, Jobcentre Dortmund, Chamber of Industry and Commerce Dortmund, Chamber of Crafts Dortmund, Centre for Work and Business Promotion and the Centre for Turkish Studies</p>
<p>Target groups: Young pupils with a migration background as well as businesses in Dortmund and surrounding area</p>
<p>Context(s) in which it is/has been implemented: Almost half of the young people under the age of 18 in Dortmund have a migration background. They often face difficulties finding an apprenticeship and often concentrate in specific professions.</p>
<p>Objective(s): Goal of the project is to inform young people with a migration background about possible professions and support them in starting an apprenticeship in the city and region.</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): Pupils with a migration background visit the training exchange in order to meet businesses located in the region. They get to know the businesses and the different professions and apprenticeships offered. Youths and employers can get into contact; often the pupils hand in their application papers. Furthermore, the youths receive information and counselling by the different labour market actors.</p>
<p>Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why? In 2012, more than 500 pupils and 40 companies participated in the exchange. Also local and state politicians as well as the heads of the labour market actors participated. Since in 2013, the training exchange takes place for the 4th time, it can be assumed that it is a successful measure in the city. There are, however, no numbers on placements available.</p>
<p>Links for additional information (if available): http://netzwerk-biz.de/ http://netzwerk-biz.de/newsarchiv-1/ausbildungsbourse-fuer-migranten/index.html</p>

UP2YOU – Practice Description Template

<p>Practice Name and year of implementation: Ruhr Metropolis Intercultural Business Award (<i>Interkultureller Wirtschaftspreis der MetropoleRuhr</i>)</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice):</p>

Ruhr Area (North Rhine-Westphalia, Germany), local project
Implementing agencies/organisations: Multicultural Forum, cities of Dortmund and Hamm, administrative district of Unna, Dortmund Chamber of Industry and Commerce, Dortmund Chamber of Crafts, Association of Self-employed Migrants in the districts of Unna, Hamm and Dortmund
Target groups: Small and medium-sized enterprises (SMEs) in the Ruhr Area which foster integration of people with a migration background in their businesses
Context(s) in which it is/has been implemented: Using intercultural competences and skills of staff are an advantage for businesses and are seen as a means to success for them.
Objective(s): The prize aims at making businesses – in particular SMEs – in the Ruhr Area aware of intercultural competences of people with a migration background and that they can profit from these skills.
Brief description (i.e., professions involved, services provided, how the services are provided): Once every year, since 2006, SMEs in the region are asked to apply for the award. The winner – a business with a successful strategy of using the intercultural skills of its employees or has an innovative way of fostering the integration of people with a migration background within the company – will be awarded with Euro 1,000.
Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why? A special prize for diversity in SMEs, awarded once a year, can be seen as ineffective with regard to intercultural opening processes for SMEs in general, since it will not provide an incentive for businesses that do not support diversity of their staff.
Links for additional information (if available): http://www.metropoleruhr.de/wirtschaft/idr-nachricht/archive/2012/july/article/interkultureller-wirtschaftspreis-foerdert-integration-von-migranten-1.html http://www.multikulti-forum.de/start/startschuss-fuer-den-interkulturellen-wirtschaftspreis-2012/ http://www.wf-hamm.de/de/unternehmensentwicklung/impuls-hamm/nachricht/archiv/2012/07/11/anzeige/interkultureller-wirtschaftspr-2.html

UP2YOU – Practice Description Template
Practice Name and year of implementation: <i>“We are Hamburg – Won't you join us? Diversity in the public administration” (Wir sind Hamburg – Bist du dabei? Vielfalt für die Verwaltung)</i>
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City state of Hamburg (Germany), regional practice

<p>Implementing agencies/organisations: Federal state government of Hamburg, implemented in 2006</p>
<p>Target groups: Young people with a migration background and their parents, organisations and institutions</p>
<p>Context(s) in which it is/has been implemented: In 2006, 5.8% of all apprentices in the Hamburg administration had a migration background; i.e. the group was under-represented in the state's apprenticeships.</p>
<p>Objective(s): The concept of measures aims at increasing the percentage of apprentices with a migration background in the city state administration to 20% by 2011. The training of civil servants is also included.</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): The campaign "We are Hamburg – Won't you join in?" is part of Hamburg's integration concept and includes various measures in three main areas: First, marketing of the apprenticeships was changed: The responsible department in the administration started to conduct events with migrant organisations to approach young people and their parents as well. Internships for pupils and information events in schools were adapted to the new target group and specific flyers were developed – to inform not only in German, but also in Turkish and Russian. Furthermore, job ads were placed in Turkish and Russian newspapers as well. The city also advertises its apprenticeships throughout every department of the administration as well as in a broad campaign, e.g. ads in public transport, sport and other major events, media coverage. Second, the selection process of new apprentices was reviewed and partly modified: In order to not discriminate against people with few knowledge of the German language, the "Culture Fair Test CFT 20R" was implemented in the aptitude test. Moreover, the test was expanded by intercultural knowledge questions and intercultural competences are one criterion in the selection of personnel. Staff who is involved in the selection process has to attend a multi-day intercultural training. Third, before and during the apprenticeship Hamburg individually mentors the applicants and apprentices. If the applicant does not fulfil the required qualifications, opportunities for further support are discussed with him or her, e.g. support at school or further German courses.</p>
<p>Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why? Although the target value of 20% has not been achieved yet, the campaign can be regarded as effective: Hamburg managed to increase the percentage of apprentices with a migration background significantly. In 2012, 17.8% of the applicants and 17.3% of the recruited apprentices had a migration background. Thus, the numbers have constantly risen (2006: 5.2%, 2007: 10.9%, 2008: 12.4%, 2009: 14.7%, 2010: 15.0% and 2011: 16.5%) since the concept of measures was implemented. It can be assumed that the success of the campaign is due to the broad changes made: There are not only information events or other marketing tools, but modifications of the selection processes, including the recognition of intercultural competences and an intercultural opening of the administration and its staff, as well as mentoring of the applicants and new apprentices.</p>
<p>Links for additional information (if available): http://www.hamburg.de/bist-du-dabei http://www.charta-der-vielfalt.de/diversity/best-practice/beispiele.html</p>

UP2YOU – Practice Description Template

Practice Name and year of implementation:

COM.IT.ES – Committee of Italians Abroad (*Kommittee der Italiener im Ausland*), a migrant organisation founded in 2004 and its project “Role Models” (*Vorbilder*), implemented in 2008

Where is it implemented (country, city/region) and level of implementation (national practice, local practice):

There are 13 COM.IT.ES organisations throughout Germany (and further organisations in Europe and worldwide); the project “Role Models” is implemented by COM.IT.ES Dortmund and is a local project in Dortmund (North Rhine-Westphalia, Germany)

Implementing agencies/organisations:

The state of Italy in cooperation with the Italian consulates in Germany: COM.IT.ES are – according to Italian law – elected organisations for the specific needs of Italians abroad (in coordination with the embassy and the consulates); the project “Role Models” is implemented by COM.IT.ES Dortmund

Target groups:

In general: People in Germany with an Italian migration background; the project aims at children and youths with an Italian background and their parents

Context(s) in which it is/has been implemented:

Children with an Italian background – just as many other children with a migration background – have on average lower educational achievements compared to children without a migration background.

Objective(s):

The objectives of the migrant organisation and its project are manifold: On the one hand, it aims at enhancing the educational achievements of children by increasing the educational competence of their parents and informing as well as actively involving them throughout the different steps of the educational system. Volunteers, i.e. multipliers, are to be won and qualified. On the other hand, it aims at further developing the organisation, networking and making its educational and promotional work visible and known in public and the respective institutions.

Brief description (i.e., professions involved, services provided, how the services are provided):

COM.IT.ES offers information campaigns and events for people with an Italian background – and mainly addresses parents. It supports them in helping their children in the educational system, e.g. through early promotion of reading, creative activities at schools, bilingual information on vocational choices or the use of so-called multipliers in institutions, schools and organisations.

The “Role Models” project qualifies volunteers to become so-called multipliers and support parents and their children in the school system. COM.IT.ES accompanies and coaches the multipliers, who support the families in the long run. Furthermore, parents are empowered, sensitised and activated for their children’s success at school: “parents’ cafés” are set up to discuss different topics and parents are won to volunteer in helping other parents.

Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don’t work and why?

As a migrant organisation, COM.IT.ES has a stable structure, incorporates social commitment and aims at a long-term positive impact (“help for self-help”). Immigrants and their children – and therewith



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two generations –are accompanied over several years. Thus, an evaluation cannot be given yet. It can be seen, however, that the project “Role Models” is widely accepted: The participants –in particular the multipliers –are highly motivated, actively engage in the project and take over long-run tasks and responsibilities.

Links for additional information (if available):

<http://comites-dortmund.de/>

Address: COM.IT.ES Steinstraße 48, 44147 Dortmund; Contact: Marilena Rossi

FRANCE

1) Schools of Second Chance (Écoles de la deuxième chance) (E2C)

The E2C helps the social and professional integration of young people without qualifications. The E2C allows young people without a diploma or professional qualification to join a school dedicated to their social and professional integration.

WHO? Schools of Second Chance (E2C) are aimed at young people under 26 years old who have left school without a diploma or professional qualification.

Based on a different pedagogical method to classical school education, E2C's objective is the social and professional integration of young people, (without any other criteria than their motivation needed), allowing them to develop skills, build their own personal and professional project, and gain autonomy.

HOW? The E2C offers the young an individualized training of variable duration, with a flexible and innovative pedagogy, allowing:

- The acquisition (or reinforcement) of knowledge in core subjects (French, Mathematics, Computer Science).
- The acquisition of social and civic skills that help the integration into working and civilian life
- Composing of a professional project with the teaching staff.
- Training and work experience in partnership companies.
- Creation of a portfolio of skills and delivery of a certificate of skills acquired at the end of the course.
- Personalized monitoring by an individual trainer, both during and after the course.

The young person benefits from the status, welfare and remuneration of a professional internal trainee.

The duration of the course in the schools is not limited. It varies from 6 to 7 months or more, depending on the time that the young person needs to acquire the knowledge and skills to achieve lasting professional integration.

At the end of the course, the schools issue the young person a "Certificate of Acquired Skills" along with his/her portfolio of skills. This certificate enables the trainee to measure the progress he/she has made during his/her time in the E2C, with the objective of facilitating access to employment or qualified professional training after the course.

2) Learning Contract Alternating periods of general, technical and professional training in a centre for apprentices 'centre de formation d'apprentis' (CFA) and working time in companies.

The apprenticeship contract is an employment contract between an employer and an employee. Its objective is to enable a young person to receive general training, both theoretical and practical, to acquire a professional qualification, with a diploma or a professional title at the end.

Benefits for companies • Recruit a motivated employee benefiting from favourable conditions. • Ensure transfer of know-how and support, thanks to a supervisor.

Benefits for apprentices • Get a degree in a work situation whilst being paid.

- The possibility to have several contracts one after the other, in order to prepare several successive or supplementary qualifications.
- Be accompanied by a supervisor that facilitates integration into the company.
- The apprentice's salary is not subject to employee contributions (net salary is equal to the gross salary)
- The apprentice's salary is not taxable, when under the minimum wage, including when the apprentice is still declared along with his/her parents.

WHO? • Young people aged 16 to 25 years. • Some people can start an apprenticeship after 25 years old (apprentices preparing a diploma or higher qualification than that they have already obtained, workers with disabilities, and people with a project of creating or taking over of a business requiring a specific diploma). • Before 16 years old, young people who have completed the first cycle of secondary education (end of '3^e) may enter an apprenticeship. • Businesses within the artisanal, commercial, industrial, and agricultural sector, as well as public employers, associations, and independent professionals.

HOW? No later than five days after the conclusion of the contract, the employer sends the contract stamped by the CFA to the relevant Chamber '*chambre consulaire*' (Chamber of Commerce and Industry, Chamber of Trade, or Chamber of Agriculture). The Chambers have 15 days to register the contract. The CERFA forms as well as the explanatory notes are also available in the Chambers of Trades and Crafts in the region, in the local Chambers of Commerce and Industry, and the local Chambers of Agriculture, in the '*Directe*', and Work Inspection departments of the region.

Finding an apprenticeship contract This is an important and sometimes delicate phase, requiring significant planning; one needs to look for an employer several months before starting at the CFA.

The apprenticeship contract is a working contract that requires an intensive, targeted and methodical search for an employer, respecting several stages: the collection of information, guidance, looking for an employer, and looking for a training centre.

Being accompanied in his/her process '*Pôle emploi*' centres and local missions: in addition to notice boards, help in job orientation and job searches are also offered: assessment, skills assessment, workshops, individual monitoring etc. As part of their mission to develop apprenticeships, Chambers of Commerce and Industry, Chambers of Trade and Crafts, and Chambers of Agriculture can put future apprentices in contact with employers and participate in the preparation of contracts.

3) Contracted revenue of autonomy EXPERIMENT

(Revenu contractualisé d'autonomie EXPERIMENTATION) (RCA)

Benefit from both a strong support to employment when integration problems are encountered, and financial security The RCA is an experimental project, taking place in particular regions, consisting of a guaranteed income paid as part of the professional integration process of a young person. It is paid monthly to willing young participants and is coupled with strong support similar to that of CIVIS.

WHO? • Young people eligible for CIVIS and between 18 and 22 years of age. They receive the RCA for two years and are monitored in similar terms to those of CIVIS by local missions, following a call for applicants. • Young people with a degree or higher level, who are first-time job seekers registered at '*Pôle emploi*' for at least six months without receiving benefits, aged 18 to 23 years. They benefit from a substantial assistance prescribed by '*Pôle emploi*' and provided by APEC, and receive the RCA for one year.

To join, the willing young participant signs a contract that guarantees him/her both individual support, identical to the one from CIVIS, and the payment of the monthly RCA allowance.

HOW? In the 82 local missions taking part in this experiment, some young people are offered to end their CIVIS in order to sign a RCA contract. Since 2010, the RCA has been in a testing phase and its action therefore extends only to specific territories. The experiment aims to evaluate the impact of financial security on a young person during his/her integration process and job search. Therefore, will a young RCA beneficiary choose longer-term employment solutions better in line with their qualifications and aspirations over immediate employment solutions "hand to mouth jobs"?

4) Project youth entrepreneurship initiatives (PIJ) (*Projet initiatives jeunes création d'entreprise*) (PIJ)

Helping young workers to create their own jobs. The measure " young project initiative " (PIJ) is a financial

assistance for the setting up or taking over of a business, given to young people aged 18 to 30 who do this in some overseas territories. (*'collectivités d'outre-mer'*)

WHO? Young people aged 18 to 30 who wish to create or take over a company whose headquarters and principal place of business is located in an overseas department (Martinique, Guadeloupe, French Guiana, Réunion, Mayotte), and in Saint Barthelemy, Saint Martin, Saint Pierre and Miquelon.

The assistance is also for young people who completed a youth employment contract less than 3 months ago. In this case, the young person can be up to 35 years old.

HOW? The request for assistance must be made to the *'Dieccte'* before creating or taking over a business. It is conducted in the same conditions as an *'Accre'* request.

The applicant must fill out an application, which will allow him/her to assess the feasibility and consistency of the project, and its viability, given the local economic environment.

The creation or takeover of the company must be made within three months from the date of notification of the decision to grant aid. The benefit of the aid is suspended when: the professional project is no longer consistent with the original project, the company has ceased activity in case of reorganization or liquidation, or if the condition of effective management of the company created or taken over ceases to be met. The aid is additional to other aid given when a company is created: *Accre*, *Nacres* measures, maintaining of the Specific Solidarity Allowance etc. However, the recipient of the PIJ cannot claim for his/her self the state aid paid under a *'initiative emploi'* contract, an apprenticeship contract, an access to employment contract, and a social integration contract.

5) Professional Vocational Platforms (*Plates-formes de vocation*) (PFV)

Evaluate the professional skills of young people . To complement the CIVIS and promote job offers targeting at young people aged 16 to 25, the state has given *'Pôle emploi'* the task to set up professional vocational platforms (PFV). These platforms are used to assess the capacities of young people with regard to those expected in the professional sectors.

Young people aged 16-25, particularly those benefiting from CIVIS, are directly identified by the local missions, who then direct them to a PFV once their professional project is clarified.

WHO? Young people 16-25 years of age (or until their twenty-sixth birthday) with special difficulties of professional integration. It concerns young people: • Whose qualifications are less than or equal to the *'baccalaureate'* general, technological or professional; • Whose qualifications are less than or equal to a diploma of secondary school *'fin de second cycle long'* or who have not completed the first cycle of higher education: *'baccalaureate'* plus two years of study not validated (*'niveau bac +2 non validé'*) • Job seekers since at least twelve months out of the last eighteen months regardless of their level of qualification.

HOW? Local missions are associated with PFVs, to which counsellors guide the young people after working on their career plans. After the MRS evaluation, the PFV returns the results to candidates. The PFV also transmits to the local mission advisors the results of the young people they support. All young people whose evaluation is successful must be put in contact with one or several employers. If the applicant has not demonstrated the level of skill required, the consultant ML, informed of the results of the evaluation, continues to support and monitor the youth. For young people who are not put in contact with an employer, managers of the platform are required to explain why. They can make recommendations that will be useful in defining the next monitoring actions to be taken. To ensure continuity of support until the consolidation of the professional project, in close collaboration with *'Pôle emploi'*, the local mission adviser of the young person may intervene with the employer and prepare the young person for their interview. If the young person is recruited, the adviser continues to accompany him/her until the end of the trial period. The relationship between the Local Missions and the PFV is included in the partnership framework agreement between *'Pôle emploi'*, the National Local Missions Council (CNML) and the state. It is subject to an annual review consolidated regionally, then nationally and then forwarded to the signatories of the agreement.

6) Period in the workplace (*Période en milieu professionnel*) (PMP)

Consolidate his/her professional project in a company (CIVIS). The PMP allows a young person with an integration contract (CIVIS) to discover one or more professions within the same company.

WHO? Under the CIVIS, young people 16 to 25 years of age whose qualifications are less than or equal to a diploma of end of secondary school or 'baccalauréat' plus two years not validated '*fin de second cycle long or niveau de formation Bac + 2 non validé*', or, long term young job seekers (more than twelve months out of the last eighteen months), no matter what their level of qualification,

HOW? The period in the workplace is stipulated by the **local mission adviser**. The young person searches alone for a work placement or can be helped by his/her advice counsellor.

The PMP programme and organization are established jointly by the employer, the local mission and the young person through a three-party agreement signed between the company, the local mission and the young person. All PMPs begin and end with an interview between a designated person from the company and the young person. The company adviser monitors the young person and remains in contact with the local mission adviser. Both advisers review the progress of the period in the workplace (at the beginning, middle and end). The company, in accordance with the local mission adviser, may entrust to the young person a range of tasks, discussed in advance, in order to allow him/her to deepen his/her knowledge of the professional environment as well as to identify its potential difficulties.

During the PMP, the young person submits to the rules and disciplines within the company that accepts them (all rules, especially in regards to safety).

What social and civil protection is there for the beneficiary? The young CIVIS beneficiary is affiliated to the general social security scheme upon entering the programme. He/she is covered for sickness, maternity leave, disability, work accidents (including during commutes, illnesses, or occupational hazards) and death. In addition, the local mission takes out a specific insurance covering the liability of the young person for travel related to the period in the workplace, as well as for damage caused to people or material.

The company accepting the young person must also take out liability insurance covering the overall risk on its own site.

7) Sponsorship Be accompanied by a professional sponsor to discover companies

Enable access to the latest employment opportunities and defuse potential problems during the first months of employment integration. The sponsorship aims to facilitate the access and / or continued employment of the people experiencing professional integration difficulties, by volunteers in the role of sponsors.

WHO? Sponsorship is open to young people and adults experiencing difficulties in accessing or returning to work because of their social situation, ethnic origin, place of residence, their low level of training, and absence of network relationships to find an introduction with potential employers. • Young people less than 26 years old with professional integration difficulties • Job seekers with a low level of training • Disabled workers • Adults seeking integration (RSA recipients, long-term unemployed people etc.)

• Seniors who can't find a job . **HOW?** The sponsorship consists of individually guiding people looking for a job, through volunteers with an active professional network in order to take advantage of their experience and professional network. The sponsorship is not an isolated measure; it is mobilised as much as possible in addition to a support system that aims to strengthen its effectiveness, although enrolment in a support process is not systematic, particularly in relation to young graduates. In any case, the sponsorship is offered once the sponsored person has a clear professional project. The sponsorship requires a voluntary approach by the person sponsored. Beneficiaries specify the practical difficulties they face in their job search and their expectations of the sponsor. The sponsor must know the person and his background. The connection between the sponsor and sponsored person is made through the support structure, and especially the host of the local sponsorship network. Specifically, this relationship can take different forms. It can be made from individual files, an oral presentation between people, meetings, or a joint work etc. At the end of this first phase, if both parties confirm the agreement, the reciprocal commitments are clarified concerning: •

The frequency and method of meetings; • The sponsor's commitments with regards to the sponsored person and the structure; • The commitments of the sponsored person; • The duration of the sponsorship. The sponsorship is generally divided into two periods: • Support to find an employment or activity, "coaching", technical assistance in a job search, prospecting, networking, etc.; • Support of the sponsored person in his/her employment or activity: monitoring of the employment situation. The sponsor during employment accompanies the young person, especially during the first months of his/her contract of employment, in order to help him/her understand the codes of the company, to adapt his/her behaviour to the working world, and to offer, if necessary, mediation between the young person and the employer to prevent a breach of contract. The sponsorship period should not exceed nine months: six months of job searching and three months in the job.

8) The fight against school dropout Avoid the entry of young people without qualifications into the job market. The prevention of school dropout and support for students leaving school without qualifications is a priority for the State concerning youth employment. The fight against school dropout and supporting young people who leave the educational system prematurely is a priority of the state.

WHO? Young people leaving initial training without a diploma.

HOW? Launched on 29 September 2009, the "Act for our Youth" plan gives a framework for people involved in education, training and integration of young people to act together within platforms that give support for dropouts. This plan reinforces the pivotal role of local agencies in supporting young people with difficulties of professional integration, and state their own goals with the partnership set up to fight against school dropout. The effective implementation of platforms for monitoring and support during the start of the school year of 2011, was based on the operational organization of information exchange about young school dropouts and has facilitated the work of coordination platforms at scales relevant to the entire territory. The initial training institutions (institutions of National Education, Agriculture, Defence, Training Centres for apprentices) are able to identify young people leaving initial education without a diploma. The actions to support the young people must be carried out as soon as possible by the operator of the monitoring and support for dropouts platforms.

9) Funds for the professional integration of young people (Fonds pour l'insertion professionnelle des jeunes) (FIPJ). Meet the needs of young people in the territories. These funds are set at territorial level to finance actions that favour the access to employment, for young people aged 16 to 25 years previously targeted. These funds are in addition to existing measures, especially those implemented by '*collectivités territoriales*', or other ministerial duties. It allows for specific support of people in difficulty in the job market. WHO? The Funds for the FIPJ are intended to finance complementary actions for personalised and reinforced monitoring for beneficiaries aged 16 to 25, confronted by multiple barriers (social, familial, cultural and relational etc.). HOW? In most regions, FIPJ credits are managed by '*Unités Territoriales*' of the '*DIRECCTE*'. The formalization of territorial strategy concerning FIPJ is generally subject to a regional and / or departmental framing. In some cases (Aquitaine), it is listed in the objectives contracts '*Contrats d'Objectifs*' and Professional Integration of Youth '*Moyens Insertion Professionnelle des Jeunes*' (COMIPJ) Partners such as local missions and representatives of '*collectivités territoriales*' can be involved in monitoring the FIPJ. The terms of agreements are mainly requests for proposal or spontaneous financing projects. The request for proposal is rarely used. In addition, decentralized services can also initiate actions.

10) EPIDe Supporting the social and professional integration of young people in great difficulty and without a diploma. This measure is intended for **social and professional integration of young people in difficulty**. Its organization and management are entrusted to the EPIDe, '*Etablissement Public d'Insertion de la Défense*', a public administration, under the joint supervision of the Ministers responsible for Defence, Employment and the City. Young people welcomed in this measure have a special status and sign a voluntary contract for integration. Their support and their training is done in one of the 20 so-called

"second chance defence" '*défense deuxième chance*' (CD2C) centres run by the EPIDe.

WHO? The EPIDe is for young people aged 18 to 25 years of age, who have their residence in France, without a degree, without qualification or at risk of being marginalized. The EPIDe centres welcome young people, boys and girls, willing to enter the measure, who meet the following criteria: • Unskilled and unemployed • Experiencing delays or difficulties in their academic studies • People that have done or are willing to catch up and do their military call-up day • Medically fit . Young foreign nationals may be admitted in EPIDe centres with the same rights as young French people, provided that their situation allows them to access employment. HOW? The contract is signed for an initial period of 8 months and, in most cases, extended to 12 months. Its total length cannot exceed 24 months. It contains a period of internship in a company or administration. The initial contract allows a probationary period of two months. The contract is terminated upon completion, or earlier by the EPIDe in case of serious misconduct by the young person. Young people's rights end on signing of an employment contract, an entry into the civil service, or subscription of a contract in the military, or a voluntary contract in the army.

11) Training - support contract *Contrat d'accompagnement-formation (CAF)*. Measures in risk of extinction. The CAF is an opportunity for young people to access a first level qualification or complete their initial training with skills to better fit in the job market.

The support towards a job through a work experience: the important role given to immersion in companies during the internship is a key to good knowledge of the realities of the professional environment.

WHO? The CAF is aimed at young people aged 16 to 25 years of age; level VI (without qualification) to level II (*bac* + 3 years of study), registered at '*Pôle emploi*' or a local mission, encountering difficulties in accessing employment. These young people are qualified or not, recently released from an initial training of secondary or higher education not leading to employment, or who have not attained a sufficient level of training to get a firm foothold in the job market, or not within the criteria to access a work-training position.

HOW? Following a diagnosis by the '*Pôle emploi*' adviser or the local mission, the young person is guided to a training support contract. The training-support contract is directly prescribed by '*Pôle emploi*' and local missions to the young person. He/she agrees with the operator chosen by '*Pôle emploi*'. A follow-up at three and six months after the end of the training is conducted. Regional public procurements, completed by the regional heads of '*Pôle emploi*' permit the selection of operators that will monitor the young people in this measure. The regional Prefect in each region chairs a steering committee. It ensures a collaborative definition of the needs and purchase of training for the area, the best collaborative work of all relevant partners (including regional councils and local missions), as well as the smooth operation of the measure.

12) Generational contract

Generational pact between a young job seeker, a senior citizen and a company.

Give all ages a place in a company, with three main objectives: youth employment with a permanent contract, job retention and recruitment of older people, the transfer of skills and know-how.

WHO? For which employers? All under private law bodies (corporate, public industrial and commercial establishments of 300 or more employees). But the generational contract is adapted for every size company. Indeed, if the generational contract concerns all companies, they do not all have the same needs when it comes to employment or the same ability to negotiate. The implementation of generational contract is therefore different according to the size of the companies.

Firms with fewer than 50 employees (even individual companies) may receive assistance of €4,000 per year and advisory support.

Companies from 50 to fewer than 300 employees can receive assistance of €4000 per year, conditional on a prior negotiation and advisory support.

Companies of 300 employees or more must negotiate a generational contract agreement or develop an

action plan.

Which employees? the generational contract should eventually concern all of the young and senior employees of companies with 300 or more employees, meaning:

- 800,000 children under 26 years
- 400,000 seniors aged 57 and over

For you, as a young or senior citizen, this means: • Benefit from the actions implemented by companies under their agreements or action plans • Benefit from hiring or continued employment for employees of firms with fewer than 300 employees

HOW? Your company has fewer than 50 employees 1. Post your request for help at '*Pôle emploi*' services using the application forms for help. You do not have to supply supporting documents (but you must keep them in case of inspection). 2. Make your request no later than 3 months after the first day of your contract of the young employee. 3. The aid is paid to you quarterly, after your company has updated its data. 4. At the end of each quarter, '*Pôle emploi*' services 39 95 sends you an update request. You simply need to confirm within the following month, that both employees are still employed and that the conditions attached to the assistance are not changed.

13) Employment for the Future

Suitable employment for young people without a diploma from 16 to 25 years.

Employment for the future is an answer to specific difficulties encountered by young people with little or no qualifications. It aims to provide employment solutions and open access to a qualification to enhance employability. These jobs are mainly created in the non-profit sector for activities that have a proven social utility.

WHO? Young people 16 to 25 years old (up to 30 years for recognized young disabled workers):

- Without a degree or with a '*CAP / BEP*'
- Seeking employment. Exceptionally, up to *bac* +3 years of study, unemployed young people residing in a sensitive urban areas (ZUS), or an area of rural revitalization (ZRR) or overseas territories.

Sensitive urban area? ZUS? These are great sets or residential neighbourhoods that have a higher rate of youth unemployment.

Rural revitalization? ZRR? These are areas that include rural areas that face particular difficulties: low population density, structural disadvantage on a socio-economic level.

Who is offering jobs for the future? • Mainly employers of the non-profit sector organizations: associations, non-profit organizations of the social and solidarity economy, local authorities, institutions of health and the sanitary sector etc. • Exceptionally, an opening is possible for employers in the commercial sector on the basis of innovative projects: companies within an industry of the future and offering young people accompanying conditions and an ambitious integration process.

HOW? *For the young people who wish to benefit* 1. They make contact with '*Pôle emploi*' or the nearest local mission ('*Cap Emploi*' for disabled workers) 2. A counsellor from the contacted structure will inform them about employment for the future and ensure that their profile, motivation and career plans satisfy the conditions of access to employment for the future measure. 3. If the diagnosis of the counsellor is confirmed, contact is made with one or more employers who meet the criteria for employment for the future, depending on their need for recruitment, and career plans. 4. When the application is accepted by an employer, they co-sign with the local mission ('*Cap Emploi*' for disabled workers) a request for future employment assistance and engagement and monitoring documents composing: job description as well as support and training activities planned in this context. 5. He/she then signs the contract with the employer (permanent or temporary).

The skills acquired in the course of employment for the future are recognized with a training certificate, a certificate of professional experience or a validation of experience (VAE). They can also be subjected to a certification validated by the national directory of professional certifications.

If the young person wants to acquire a diploma or write an entrance exam, this should be promoted during or after employment for the future.

For the employer who wishes to recruit a young person

1. The company has a recruitment project. It contacts its 'Pôle emploi' centre or the local mission of its sector ('Cap Emploi' for disabled workers)
2. Its representatives find out about employment for the future. They check the company's recruitment project and structure satisfy the conditions required for the position of employment for the future.
3. To ensure the best match between the profile and the professional project of potential candidates, and their offer of employment for the future, they can help build a job description appropriate to the measure. On this basis, they look for candidates whose professional project is best suited to the requirements of their potential future employer.
4. After this cross-diagnostic, the local mission, 'Pôle emploi' or 'Cap Emploi' propose to the employer one or several potential candidates to organize interviews with.
5. Once the employer has accepted the candidacy of a young person, it completes and signs an application for employment for the future and a document of commitments and monitoring responsibilities composed of: the job description and accompanying actions of the planned training. The applicant and the local mission also sign this application after an orientation meeting if the first contact was made with a 'Pôle emploi' agency.
6. The employer then signs the contract with the young person (permanent or temporary).

The commitments of the employer must specify the arrangements for the planned working time to allow completion of training. This training favours the acquisition of basic skills and transferable skills allowing the beneficiary of employment for the future to reach a higher level of qualification.

14) Contract of autonomy

Benefit from receiving employment support. The autonomy contract is a strong support measure towards an employment. It has been in place since 2008. It aims to give a lasting employment or qualified training for young people in priority neighbourhoods of urban policy, through private placement operators.

WHO? Young people 16-25 years of age, monitored or not by the public employment service, priority given to people with little or no qualifications, residing in neighbourhoods covered by Urban Social Cohesion Contracts contrats urbains de cohésion sociale (CUCS) and experiencing particular difficulties finding employment. In order to reach people not monitored by Pôle emploi or the local missions missions locales, the providers must locate themselves in areas of deployment of the measure, and prospect for a part of the public in addition to the young people who are sent to them.

HOW? The young person will benefit from a process in two stages:

1. An intensive and personalized support (for a maximum of six months, renewable up to six months with exemption) in a job search, creation of a business, or access to training, coupled with an intensive survey of employment and training opportunities. The number of young person per counsellor is limited (between 30 and 40).
2. A monitoring in the company is assured for six months to ensure stabilization in employment, training, or the sustainability of the company created.

What are the benefits for the young person?

- The payment of a grant of €300 (for up to six months) to the recipient meeting the terms of his/her contract in order to remove barriers to autonomy of young people. Also the possibility to mobilize a range of material assistance in his/her favour (aid mobility, short training etc.).
- A monitoring in the company is assured for six months to ensure stabilization in employment, training, or the sustainability of the company created. The remuneration of the service provider depends on its results: it receives 35% of the fixed amount per beneficiary entering the measure, 45% of this amount in the case of an employment contract being signed by the latter, and the remaining balance if the beneficiary is still employed six months after placement in the job (20%).

What are the advantages for a company looking to recruit?

- Young people who are coached, motivated, informed about the job, who have relevant skills to join the company.
- The entire hiring process is followed and monitored by the service provider.
- A monitoring in the job for six months to facilitate the integration and defuse any possible difficulty of integration in the job.

15) Contract for insertion into social life (CIVIS) (*Contrat d'insertion dans la vie sociale*) (CIVIS)

Benefit from a strong support towards employment when integration problems are encountered

The CIVIS is a monitoring programme for young people implemented by local missions. It embodies the right to support aimed at making professional life accessible, for anyone aged 16 to 25 years old in trouble and facing a risk of professional exclusion.

WHO? The following can benefit from CIVIS:

- Young people whose qualifications are less than or equal to a diploma of end of general, technical, or professional secondary school '*fin de second cycle long*' (level IV)
- Young people who have not completed the first cycle of higher education (level III);
- Young people registered as job seekers for more than 12 months out of the last 18 months. Unqualified young people (levels VI, Vbis and V without a diploma) benefit from a personalized and reinforced monitoring, provided by a single reference, a local mission adviser. This support is subject to a contractual commitment and formalized by a written contract between the young person and the local mission, acting on behalf of the State. The contract is for one year; renewable expressly for another year maximum, with the exception of unqualified young people, for whom the CIVIS can be extended until access to sustainable employment, or until their 26th birthday. Finally, young people can benefit from support for a period of one year after gaining employment in order to avoid early termination of their employment contract.

HOW? The contract sets out the obligations of the beneficiary towards his/her professional integration, and actions taken to this effect (frequency of contacts, participation in projects etc.), as well as the ones of the local mission. The personalized support offered is tailored to difficulties met, the situation of the job market and recruitment needs. It aims to remove barriers towards employment and develop or restore youth autonomy in their integration process. It may include orientation, qualification or work experience. The first three months should lead to the construction of a plan of access towards working life, from proposals of:

- Employment (including apprenticeship and professionalization contracts;)
- Professional courses, which may include periods in companies, in a job where employment opportunities have already been identified;
- Social support actions to facilitate the autonomy of young people, and removing barriers to their professional integration. Help with reading and writing can also be offered for a job search or in the creation of a company.

How to benefit from support allocation? The holder of CIVIS may, if he is at least 18 years old, benefit from state support in the form of an allowance paid for the periods during which he does not receive remuneration for a job or an internship, or any other allowance. This allowance is not a right, its benefit is triggered by the referent of the local mission, given the situation of the young person, and when the referent deems it necessary for the process. The award of this grant is available, from the Prefect, after the signing of the CIVIS or from the day of the 18th birthday of the beneficiary, and for the whole duration of the contract, within the limit of 1,800 euros per year.

The CIVIS ends:

- When the young person signs a permanent job contract (CDI) or a temporary contract (CDD) of at least six months except a supported contract in the non-profit sector
- When the young person reaches his/her 26th birthday,
- Six months after the young person has created or restarted a non-paid activity,
- Before the end of the contract, in case of failure of the beneficiary towards his/her contractual obligations. In this case, after asking the applicant to provide explanations, the legal representative of the local mission or of the PAIO, on the proposal of his/her referent, may decide to terminate the contract. This decision, which must be justified, must be communicated by registered letter with acknowledgment of receipt to the recipient of CIVIS or his/her parents (or legal guardians) in the case where he/she is a minor (or major legally declared incompetent). The young person who signed the contract may, upon request, be accompanied in his/her employment for a period of one year.

ITALY

01. “Second generations growing up” “
<p>PracticeName and year of implementation: “G 2 seconde generazioni crescono” “<u>Second generations growing up</u>”</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City of Messina, Sicily</p>
<p>Implementing agency(ies)/organization(s): City of Messina</p>
<p>Target groups: First and second generations of foreigners, migrants community, youths, civil society and informal groups; the project is also addressed to citizen sector, schools and universities, local institution and stakeholders.</p>
<p>Context(s) in which it is/has been implemented: Integration and inclusion</p>
<p>Objective(s): The project intends to: facilitate social inclusion also by valuing the new cultural and identity forms which foreign youths are agents of; to sensitize the various social actors of cultural diversity and promote a dialogue between Italian and foreign youth or first and second generations of immigrants; to share in a network formal and informal actors who are in contact with second generations; to promote systematic measures for the prevention of discrimination, with particular attention to young people, a collective reflection on citizenship rights and knowledge of the cultures of origin; to promote the self-organization of the second generations and the encounter between individual and collective artistic realities from countries of high immigration; offer training courses of knowledge and interaction; prevent social exclusion and act on intergenerational disadvantage by use of family mediation interventions, and promote intercultural education courses.</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): Protection and promotion of cultural diversity (permanent activation of two centers of intercultural training to reading and multimedia, intercultural workshops, workshops with artists and intellectuals of the countries of origin); training of second generation group and publication and dissemination of the seminars documents. There will be two intercultural centers to improve reading (with bibliotèques, discographies, videotèques and instruments with free internet access located in two neighborhoods characterized by a prevailing presence of migrants). The activities of the centre will be permanent and there will be intercultural workshops with students of secondary schools and three final workshop with artists and intellectuals with migrant background.</p>
<p>Links for additional information (if available): http://www.cittadimessina.it/secondegenerazionibando.pdf</p>

02. Second generations: integration process and citizenship of young foreigners

<p>Practice Name and year of implementation: Second generations: integration process and citizenship of young foreigners Seminar included in the project "Puzzle: actions to build communities" funded with the Fund for the social inclusion of immigrants. 2007</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Conegliano, Treviso, Veneto</p>
<p>Implementing agency(ies)/organization(s): City of Conegliano</p>
<p>Target groups: Local authorities, and officers with responsibility in the community, educators and people involved in education with young people and families:</p> <ul style="list-style-type: none"> - publics officers/authorities: mayors, municipal councillors - officers of associations - teachers and school leaders - Educators and social workers - Parishes and Religious Organizations - Referrals to social associations and voluntary - Youths, Families and Citizens engaged in social and public life
<p>Context(s) in which it is/has been implemented: Integration</p>
<p>Objective(s): To propose a specific service that enhances the expertise of the Youth Project</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): Work with young immigrants to bring out their unexpressed needs or problematic situation. This is to promote with integration objectives that consists in taking charge of situations in a place characterized by many difficulties in order to promote the change of the social body. The practitioners worked on the transition from "nothing will be as before" to the realization that "there is not a better nor a worse" but the management of a development that will be more focused on quality than quantity.</p>
<p>Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) Ineffective? c) Detrimental? Why? Which aspects work or don't work and why? This project allowed excellent results while maintaining social cohesion in the contest examined.</p>
<p>Links for additional information (if available): http://www.istruzioneetreviso.it/utxi/wp-content/uploads/2010/11/deps.pdf</p>

03. Actings Labs
<p>Practice Name and year of implementation : Actings Labs, 2004</p>
<p>Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Torino, Piemonte</p>
<p>Implementing agency(ies)/organization(s): EU Commission – DG Justice</p>
<p>Target groups: Immigrants and second generations</p>
<p>Context(s) in which it is/has been implemented: Integration workshop</p>
<p>Objective(s): To promote positive role models for youths of immigrants origin</p>
<p>Brief description (i.e., professions involved, services provided, how the services are provided): The conference "Immigrants and second generation" takes place at the second transnational meeting of Acting Labs: the project wants promote a reflection with the contribution of European experts. In Italy the second generations are a growing phenomenon and it allowed to develop a reflection on integration</p>

strategy. The conference will present the situation in the three cities involved, highlighting the points of view of the associations, public authorities, organizations and other individuals well inserted in the local context.

Links for additional information (if available): <http://www.stranieriinitalia.it/briguglio/immigrazione-e-asilo/2004/ottobre/conv-seconda-gener-to.pdf>

04. Toolkit. Agriculture: entrepreneurial paths to short chain

Practice Name and year of implementation: La cassetta degli attrezzi. Agricoltura: percorsi imprenditoriali per la filiera corta Toolkit. Agriculture: entrepreneurial paths to short chain

Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Capannory. Tuscany Region

Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co.

Target groups: Italian and foreign citizens, unemployed people, temporary workers

Context(s) in which it is/has been implemented: Training

Objective(s): A path aimed at acquiring theory and practice on biological farming. The project starts by statements and good practices and general knowledge to prepare a plot and to know what would be useful to undertake paths of enterprise in the short chain.

Brief description (i.e., professions involved, services provided, how the services are provided): Tools: The work of the plot and the tools used; type of seed bed, natural irrigation, the formation of an aggregate. Crop rotation, mulching, fertilizing, problems of pests of plants. Opportunities: prospects and experiences for men's and women's farming. The improve of managerial competences of new workers in agriculture. Practice: the committed between the use of manual tools (as spade and mattock) will start to prepare the plot and convert it into a seedbed or prick out. After there will be fertilizing, seeding and transplanting and the irrigation following the programming of' garden.

Links for additional information (if available):

[http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011\(1\).pdf](http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf)

05. Toolkit: corporate culture and starting a business

Practice Name and year of implementation : La cassetta degli attrezzi: Cultura d'impresa e avvio di un lavoro. 2011 Toolkit: corporate culture and starting a business. 2011

Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Lucca. Regione Toscana

Implementing agency(ies)/organization(s): Regione Toscana. Provincia di Lucca. Consorzio So. & Co

Target groups: Italian and foreign citizens, unemployed people, temporary workers

Context(s) in which it is/has been implemented: Vocational Training

Objective(s): A path conceived to strengthen the business capability and the analysis or evaluation of the socio-economic context. It will teach how to develop a business plan, where to find specific funding for own company, how to organize a production process or promote effectively its services.

Brief description (i.e., professions involved, services provided, how the services are provided):

To establish an enterprise: defining products and targets; market study; potential customers; types of enterprise; bureaucratic procedures. To define a business plan: analysis of economic viability and sustainability of the business project (.....); ways of working and organizational construction of the price; fixed costs and labor contracts; reference laws on public funding and / or individuals to start businesses; promotion mode.

Links for additional information (if available):

[http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011\(1\).pdf](http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf)

06. Gener/A(c)tion

Practice Name and year of implementation: Gener/A(c)tion project

Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City of Venice, Veneto Region

Implementing agency(ies)/organization(s): Immigration and Citizenship Rights Service, Dept. of Social Policies, Venice Municipality. Funding: Ministry of Social Solidarity

Target groups: Second generation youths (children of foreign citizens) and their Italian peers

Context(s) in which it is/has been implemented: Vocational training

Objective(s): Promote a new integration process and enhance full participation to the local community's life

Brief description (i.e., professions involved, services provided, how the services are provided):

In this context are included workshops and places of exchange and socialization aimed at facilitating the expression and circulation of a shared culture of citizenship between people of different cultural backgrounds but still with a similar goal

- "Forgotten": video lab with past and present focus of analysis. Between discovery of cinematic language to increase remembrance-related issues: exchange between, and comparison of, different generations and different cultures in the city. With use of cameras and techniques of social investigation and video editing the workgroup will interview, will narrate and will share the experiences of Italians and foreigners generations.
- "Things of another World": graphics and social communication workshop. The workshop will permit to organize and promote information and sensitization against the cultural stereotypes and prejudices related to youth cultures. They will create t-shirts, flyers, posters, stickers, badges etc., in order to tell the city the world through their eyes.
- "Theatre of the Oppressed and Forum Theatre": the aim is to involve municipal corporations, associations and organizations that are active on issues of urban interest, through workshops of Theatre.
- "Couleur": it intends to engage foreigner students at the University of 3 cities in the Veneto Region (Venice, Mestre and Treviso) to create a space of meeting, exchange and sharing for the various categories of youths. It was conceived as an opportunity to create a link between university students and migrant youths. Through a multilingual publication the project wants to involve students in the making of a bottom-up magazine that is able to talk to citizens of different nationality. The magazine will be translated into different languages to support its function and in order to create a strong cooperation between Italians and foreigners.
- "Mixed editors: A written microphone to make their voices heard": to establish an intercultural group of youths and their engagement in a work that will create opportunities to tell their stories and experiences of everyday life. The group will act as a spokesperson of local communities, in particular through the creation of newspaper articles, interviews and video-documented collection of testimonies.
- "Radio newsrooms": the youths will meet editors and the dj's who usually work on the radio broadcasts. This will be followed by training sessions to provide and improve technics and the radio know-how necessary to approach the participants to broadcasting methods. The meetings will become broadcasts where the participants will be able to apply the acquired knowledge.

Links for additional information (if available):

<http://www.comune.venezia.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/19796#b696ab>

07. Toolkit: professions and know how: retrieving traditions
Practice Name and year of implementation: Toolkit: professions and know how: retrieving traditions 2011
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City of Lucca
Implementing agency(ies)/organization(s): Tuscany Region
Target groups : Italians and foreigners, unemployed people, temporary workers
Context(s) in which it is/has been implemented: Crisis of labour market resulting to economic crisis: training aimed at equipping tools to self-orientate in the labour market
Objective(s): A project thought to identify and to value the artigianal knowledge learned in their country of origin. To develop ability of analyze and evaluate the socio – economic context to value a background of experiences for a business activities.
Brief description (i.e., professions involved, services provided, how the services are provided): Analysis of previous skills: gathered and analysis of professionals competence obtained both in Italy and in country of origin. Comparison of know how: recognition of specifics professionals groups (artisan, smith, carpenter ecc,,) and meeting with experts, analysis of working diversity between a comparison on the type of work and of tools usually used. Analysis of complexity observed in Italy on the reproduction of the artisan competence of others country and arrangement in the labour market. Elaboration and techniques of active research: individual elaboration with each participant to his training proposed; perspective of autonomous work; apply amongst companies on a sets pertinents.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

08. Tool-kit: Identi-who, skills for a changing labor market
Practice Name and year of implementation : Tool-kit: Identi-who, skills for a changing labor market . July-september 2011
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City of Altopascio, City of Lucca, City of Massarosa (Tuscany Region)
Implementing agency(ies)/organization(s): Region of Tuscany, So&Co Consortium
Target groups: Italian and foreign citizens, unemployed people, temporary workers
Context(s) in which it is/has been implemented: Vocational training
Objective(s): To introduce participants to the skills required to exercise employment role and give their competences to locate own objectives. To have knowledge to choose between different professional profiles and to know how to interact with others working groups.
Brief description (i.e., professions involved, services provided, how the services are provided): Group work: creation of the different skills needed for different professional profiles on the base of narratives and films. Development of the participants' formal and informal skills. Laboratory: analysis, re-reading and correction of curriculum vitae of learners and research on job offers of company and educational opportunities. Role model: describe of competences obtained in a creative curriculum vitae
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

09. Second generations. Yesterday's immigrant children, today's Italian citizens
Practice Name and year of implementation : Second generations. Yesterday's immigrant children, today's Italian citizens (2009)
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): City of Arezzo, Tuscany

Implementing agency(ies)/organization(s): G2 Seconde Generazioni; Region of Tuscany
Target groups: Addressing all secondary schools of Tuscany
Context(s) in which it is/has been implemented: Vocational training
Objective(s): - Sensitize second generations on their current juridical status in the country - Promote the creation of local realities of second generations; organize a network that improves the connections with national organizations. - Support the knowledge and friendship with Italian peers and include them in activities directed and proposed by second generation youths
Brief description (i.e., professions involved, services provided, how the services are provided): From the meeting organized in the secondary schools included to establish a group of young Italian and of second generations; this group will increase themes of everyday life of the second generations (bureaucratic problems, difficulties in the acquisition of citizenship and in the access of study/job opportunity, stereotypes and discriminations) and will work at the realization of multimedia tool who permit the transmission of messages at support of second generations.
Links for additional information (if available): http://www.secondegenerazioni.it/forum/viewtopic.php?t=1767

10. Civil service. Project "here I'm" (2012)
Practice Name and year of implementation : Civil service. Project "here I'm" (2012)
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): District of Cesena
Implementing agency(ies)/organization(s): Arci Civil Service/ district of Cesena
Target groups: Foreigners, young foreigners, second generations youths, any kind of school (primary and secondary school), district of Cesena, Services of district and of ASL, integration centres and all of communities
Context(s) in which it is/has been implemented: Vocational training and job
Objective(s): The volunteers will work on the centres in strong contact with the operators and Italian volunteers of national civil service.
Brief description (i.e., professions involved, services provided, how the services are provided): Organize activities to foreigners: Italian language course, entrust the management to seek refuge, cultural mediations, help desk on services direct to immigrants and in finally execute of bureaucratic practices expected from the norms.
Evaluation results: Is it considered a good practice? Does research suggest that it is a) effective? b) ineffective? c) Detrimental? Why? Which aspects work or don't work and why? The contribution of the volunteers it's important because this reinforces the general activities of these two centres and also permits the realization of new kind of activities and projects direct to foreigners of the city implicate. Example: the presence of Chinese volunteer in the intercultural centre had permitted the knowledge and relationship with Chinese ethnic group of Cesena who in general resulted so bashful. The same had characterized the experience with a Bangladesh volunteer.
Links for additional information (if available): http://www.comune.cesena.fc.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/9285

11. Toolkit: I'm making plans a job. 2011
Practice Name and year of implementation: Toolkit: I'm making plans a job.
Where is it implemented (country, city/region) and level of implementation (national practice, local

practice): Porcari, Gallicano, Campogiano. Regione Toscana
Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co.
Target groups: Italians and foreigners citizens, unemployed, temporary workers
Context(s) in which it is/has been implemented: Training
Objective(s): To identify priority, to know the trend of labour market and the opportunity to develop their competence in a perspective of a lifelong and lifewide learning. To consider the working habits and professional behaviours to organize the time and to project a new job.
Brief description (i.e., professions involved, services provided, how the services are provided): Knowledge area: labour market; free and depending job; security on job. Self awareness: himself on job; exploration of competence; development of competence to change and adapt at the context; reflections to support formation. Planning area: elaboration of professional plans; the focus is concentrated on the different phases of a planning: limits and resources; definition objectives; active research; to evaluate efficacy and ability. Lab of group: to work on a business plan necessary to start a new business and that is useful to consider the entrepreneurial idea.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

12. Toolkit: orient himself to direct. A trait for operators of job services
Practice Name and year of implementation : Toolkit: orient himself to direct. A trait for operators of job services. April 2011
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Lucca. Regione Toscana
Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co
Target groups: italians and foreigners citizens, in particular at those who work in a information services (find job centre, young info etc.)
Context(s) in which it is/has been implemented: Training
Objective(s): A way of update direct to operator who work on information service for job characterized by a strengthening of competences and orientation process. To go along and to face the precariousness that characterized a labour market and different role (like operators).
Brief description (i.e., professions involved, services provided, how the services are provided): Market survey and good practices: types of market survey and trend of labour market. To know the experiences of face of employment difficulties (testimonies and good national and international practices). Treatment of new users: treatment and creation of a empathic relationship during the fulfilment of bureaucracy; managing of new unemployed users (over45, management, professionals). What characterized the job of operators during vocational guidance or information centres. Effects of precariousness: multiple identities; psychology effects of precariousness, genders at work, be aware of to know the new kind of job weakness.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

13. Produce – Actions Project
Practice Name and year of implementation : “produce – actions project”
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Comune di Venezia, il Comune di Padova. Regione Veneto
Implementing agency(ies)/organization(s): Multicultural Editorial staff: journalists by chance

Target groups: Second generations Youths
Context(s) in which it is/has been implemented: Training
Objective(s): The boys will take part of mixed editorial staff (with Italian and foreigner youths), between writing journalism, activities of filming and of management of blog. They will be encouraged to be a good and dynamic citizen, or to reflect on multicultural debate. The editorial staff will do: to inform and to sensitize on citizenship directly (like integration, direct of citizenship) between circulation of reportages, pieces on local mass media (tv, radio, newspapers); to make youths leading actors on flow of information (ex. Between creation of blog);
Brief description (i.e., professions involved, services provided, how the services are provided): This project is thought to experiment a new kind of journalism that can be active or open at the community (civic or public journalism that was born in U.S.A. and recently it's developing in Italy. This kind of journalism is based on three general values: claims the citizen, tips off and in finally subsidiarity. In this case the objective is to improve the disease of everyday life). It would to make a new networking with the local mass media and the local secondary schools to promote the activities of a new mixed editorial staff (to draft pieces on different kind of themes: integrations, citizenship, group identity, bullying etc.; to organize a meeting with students and journalist to analyze specific themes; produce films (interviews) to promote on local tv, develop of reportage and supervise of blog.
Links for additional information (if available): http://www.lavoro.gov.it/NR/rdonlyres/E385900C-A893-430E-88B1-882AD7AA23E2/0/PD_generazioni_Associazioni.pdf

14. Orientation labs against dispersion of younger
Practice Name and year of implementation : Orientation labs/ against dispersion of younger
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Provincia di Genova
Implementing agency(ies)/organization(s): FEI project/ european found for integration of citizens
Target groups: 354 students in total (162 foreigners)
Context(s) in which it is/has been implemented: Prevention
Objective(s): To develop new prevention forms for the individual and social bother between knowledge of problems integrating and learning. To qualify the teaching programs through a creation of a context that allows at foreigner students to improve their basic competences (by using of meeting with Italian and migrant youths) and to increase one's awareness. Plan of actions : 1. to motivate school attendance both of youths with migrant origins or native youths having scholastic issues. 2. to improve acquisitions of certified competences (through a personalised teaching). 3. working on the chances to pass the exams. 4. to sustain scholastic orientation of migrant students and of their families through a listening post. 5. to sustain the teachers on their accepting and managing complex situations during the lessons.
Brief description (i.e., professions involved, services provided, how the services are provided): To give a support, orientation and backing to oppose of the scholastic dispersion of minors. In this case will be open on February of 34 help desks within the schools that taking part at the project. The help desks offer an advice of psychologists and a cultural mediator for a total commitment of 5 hours at months until June.
Links for additional information (if available): http://istruzione.provincia.genova.it/notizie/progetto-fei-%E2%80%9Claboratori-di-orientamentoantidispersione-minori%E2%80%9D-attivazione-degli-%E2%80%9Csportelli

15. Toolkit. Radio – orient: a way to work for second generations

Practice Name and year of implementation: Toolkit. Radio – orient: a way to work for second generations
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Comune di Capannori, Provincia di Lucca, Regione Toscana. Luglio 2011
Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co
Target groups: Boys and girls of second generations, unemployed, temporary employees and twelve apprentice
Context(s) in which it is/has been implemented: Training
Objective(s): A Radio – Lab direct to second generation youths, to improve competence of observe their capacities and to know practical skills of labour market. Through the knowledge of web, the participants will can obtain digital competences and new kinds of expressions.
Brief description (i.e., professions involved, services provided, how the services are provided) : Custom and orientation to work: 8 hours of training and 3 hours of self training. Problems of second eneration youths on the encounter of labour market, the impact of the problems in the working expectations. How to build a professional profile to operate in the labour market. Working and inf ormative orientation. Lab to organize a radio programme: eleven hours of training and two of self training. Why the radio? Because the radio sends ideas and promotes relationships. The lab is characterized by notions on the technologies of the radio, on the execution of radio program and how to organize it (playlist, wedding procession, how to ask questions and how to reply). Radio programme and re -elaborated version: six hours. There will be three programme radio (on web tune) of one hour where the participant will do the speakers, dj’s and interview expert of labour market.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

16. Working and social admission of foreigner youths

Practice Name and year of implementation : Working and social admission of foreigner youths
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Region of Liguria
Implementing agency(ies)/organization(s): Regione Liguria
Target groups: Foreigner youths from sixteenth to twentyfiveth year signalled by schools, social districts and others circuits. Operator of employment centres.
Context(s) in which it is/has been implemented: Find a job services
Objective(s): To warn social disqualification and deviance of foreigner youth and to promote actions to develop social – working inclusion of this.
Brief description (i.e., professions involved, services provided, how the services are provided) : At the project will work cultural mediator of service desk who will work with the youths to identify their needs and desires. This activity will be convenience to organize oneself for a personal offers. There will be also a laboratory work direct to operators and cultural mediators to develop a training on the job and to reinforce their competence, their ability on rapports with migrant citizens. This will be useful to identify model of actions and instruments for the context.
Links for additional information (if available): http://www.regione.liguria.it/argomenti/sanita-e-politiche-sociali/immigrazione/attivit-a-e-interventi-per-limmigrazione/seconde-generazioni.html

17. Practice Description Template

Practice Name and year of implementation : Toolkit: declare one self to research a ideal work.

Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Lucca, Massarosa. Regione Toscana. 2011
Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co
Target groups: italians and foreigners citizens, unemployed, temporary workers
Context(s) in which it is/has been implemented: Training
Objective(s): Project directs at those who are interested to research a new and better work, and wants to increase one's awareness and to make a decision in the choice of own career.
Brief description (i.e., professions involved, services provided, how the services are provided): Identify owns resources: through a guide – expository writing the project will solicit the emergence of personal and professional dimensions. Identify own aptitudes: to identify own objectives; to predict the difficulties that there will be and to develop a new kind of coping ways; to learn to manage what cause anguish; to learn to think out and to obtain independence and responsibility. Lab of group: to define owns objectives and to increase owns planning competences in a fair to organize on course of actions the strategy.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

18. Toolkit: data for an active research of job
Practice Name and year of implementation: Tool chest: data for an active research of job
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Capannori, Galliciano e Camporgiano. Regione Toscana. Luglio - Settembre 2011
Implementing agency(ies)/organization(s): Regione Toscana. Consorzio So. & Co
Target groups: Italians and foreigners citizens, unemployed, temporary workers; it has foreseen twelve apprentices for each edition.
Context(s) in which it is/has been implemented: Training
Objective(s): To acquire basic digital competences to make use of computer and for application programs. The practice will be useful to develop, to elaborate, to write and describe own curriculum vitae. In addition it will be useful to learn about searching on internet or to organize a section of web sites for consultation.
Brief description (i.e., professions involved, services provided, how the services are provided): Welcome meeting; orienting information; to write, to check and adjust a cv; personal orientation course; take stock of competences; labs on cross competence; traineeship; master; post graduated training, to search a profession or company; instruments to know owns traits to develop on different contexts.
Links for additional information (if available): http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf

19. Civil service for immigrant youths
Practice Name and year of implementation : Civil service for immigrant youths
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Comune di Torino, 2013
Implementing agency(ies)/organization(s): City of Turin. Urban regeneration and integration – metropolitan area
Target groups: Immigrant youths from eighteenth to twentyseventh without citizenship and who living in Turin.

Context(s) in which it is/has been implemented: Training
Objective(s): Through the start of learning internship the city of Turin would like to make the social inclusion tangible for the new citizens of the city who generally haven't the chance to take part of national civil service. The project intends also to give at immigrant youths an experience where they can feel an emotional involvement at social and cultural life of Turin; it can make this project an opportunity to grow on a professional basis and on the personal features.
Brief description (i.e., professions involved, services provided, how the services are provided): There will be a training meeting (theoretical and practical) to improve knowledge of city and its historical and urban changes, its immigration process, its kind of administrations respect of urban integration and regeneration. The participants will can collaborate to realize informational and communicative projects (for example through "torino web news" section of city). At the end of the project there will be a certificate of participation for each attendee.
Links for additional information (if available): http://www.comune.torino.it/infogio/serviziocivileimmigrati/docs/ban_dovolontari.pdf

20. Toolkit: A path to develop employment and an operating citizenship 2011
Practice Name and year of implementation: Toolkit: A path to develop employment and an operating citizenship 2011
Where is it implemented (country, city/region) and level of implementation (national practice, local practice): Provincia di Lucca
Implementing agency(ies)/organization(s): Regione Toscana
Target groups: Italians and foreigners citizens, unemployed, temporary workers
Context(s) in which it is/has been implemented: Training to provide of instruments to know and to move oneself in the labour market.
Objective(s): Toolkit is a minute project that wants implicate the provincial area through the realization of 23 kind of training and tries to offer new opportunities, instruments and points of view to think and look into the future with optimism and self awareness.
Brief description (i.e., professions involved, services provided, how the services are provided): The project Toolkit was born through an idea of Consorzio di Cooperative So. & Co. e da Zefiro and it consists in a careful consideration on a working environment and his recent changes. This reflection was did by professionals daily committed on informational actions or reception and orientation among the "find a job" services, of the "inform youths centres" of the territory and "inform woman centres" of city of Lucca. This kind of operators are those who generally approach with problems, changes and crisis of labour market. This problematic situation can produce identity crisis on workers in general, their labor lost and of the role through they identify. This can also cause confusion on their working perspectives, on the instruments useful to develop their profession and to maintain the same level. A working stability in fact supports the integration social and the enjoyment of the citizenship. The crisis of Labour Market is a social phenomenon that concerns both Italian and immigrants citizens, long-term jobs, who usually works in the industries or conducts an intellectual professions. The project wants then to develop and to share new approaches, new strategies to the job. Be apprised of owns competences, or like the case of immigrants to rediscover the abilities developed in original country, can open the possibility of range of working opportunities. Then there will be eleven brief labs (of thirty hours) repeat in different branches of all provincial territory: group and personalized labs direct to adults; they want develop the acquisition of abilities for an active research of job occupational and relationship trainings for social operators regard the creation of good practices to sustain new forms of unemployment. This trainings want to initiate also conciliatory instruments that connect working with family life. Trainings to develop social inclusion of the immigrants through also the recycling of the abilities developed on provenances. Group work and

personalized labs direct to operators of health resorts and in particular family assistants.

Links for additional information (if available):

[http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011\(1\).pdf](http://www.soandco.org/uploads/cassetta/cassetta_aggiornato%20luglio%202011(1).pdf)

21. Bonboard

Practice Name and year of implementation: "BonBoard" (founded in 2012)

Where is it implemented (country, city/region) and level of implementation (national practice, local practice) : Milano – Italia

Implementing agency(ies)/organization(s) : BONBOARD private employment agency

Target groups : Multicultural youth searching for employment and in particular second generations; Italian and international employers, particularly those looking to expand across borders

Context(s) in which it is/has been implemented: labor supply and demand

Objective(s): Bridging between businesses operating in the global market and young multiculturals, such as the second generations. Promoting multicultural talents with a view to enhance their inclusion in today's corporate culture and give a boost to their careers.

Brief description (i.e., professions involved, services provided, how the services are provided):

BONBoard is the result of a shared passion and belief in the future, talent and multiculturalism as human values that provide a competitive advantage to businesses. In an increasingly globalized market, BonBoard brings multiculturalism to businesses by finding the best profiles to help a company in its internationalization process and expansion into foreign markets. Bonboard provides assistance during a company's process of adaptation to those cultural changes which are essential for it to thrive in the global market. Though this is a challenge which will develop across various frontiers, the human factor will always be at its centre, given that this is the most important resource for any business. BonBoard provides a link between businesses in need of new professional profiles and multicultural Italians, in particular, though not exclusively, young second generations with an international background who enrich Italian culture with the customs and values of their country of origin. The same focus is placed on non-Italians who have resided in Italy for long periods of time as well as on Italians who have had the experience of living abroad. Italy is witnessing a constant growth in the number of international students, often coming from countries of great interest for the national economy (i.e. China), studying and graduating in its universities. In addition there has been an increase in the number of multicultural managers who, while possessing or having acquired Italian culture, constantly provide a valuable contribution to their company, thanks to their diversified background.

BonBoard aims at providing services within the spheres of both the outdoor and indoor markets; thus BonBoard caters, on the one hand, for companies wishing to expand abroad and, on the other, for those businesses aiming to sell their products or services to the international communities within Italy.

BonBoard wants to be the best quality service and be the indispensable link between businesses that wish to develop on the international scene and through its multicultural resources, such as second generations, emphasizing their talent and aiding in the best possible way their inclusion and adaptation within their new company. Some of the services provided by BonBoard: Change management; Talent-search and recruitment; Training; Supervision/Consulting

Links for additional information (if available): <http://bonboard.it>

22. African Summer School

Practice Name and year of implementation: African Summer School (2011 and 2012)

Where is it implemented (country, city/region) and level of implementation (national practice, local

practice): Verona (VR) Italia
Implementing agency(ies)/organization(s) : Associazione Culturale Africasfriend's
Target groups : Youths of both Italian and foreign origin who have obtained a University degree in Italy
Objective(s): Contribute to the creation of a new conception of the African continent by promoting a new typology of youth and multicultural entrepreneurship who is aware of today's concrete opportunities represented by African countries.
Brief description (i.e., professions involved, services provided, how the services are provided): This is an interesting initiative that was implemented by the community of African people and in particular second generation youths residing in the city of Verona (Northern Italy) and with the active support of the University and the Municipality of Verona. The African summer school aims at contributing to the creation of a new conception of the African continent by promoting a new typology of youth and multicultural entrepreneurship who is aware of today's concrete opportunities represented by African countries. It is thus related to the core topic of Up2You project in that it promotes "ethnic" entrepreneurship as a concrete opportunity for young people rooted in more than one culture, as is the case of second generations. More specifically, the summer school aims at transferring the knowledge and the skills needed for designing entrepreneurship project to be implemented in African countries. Interestingly, such transferability is activated by taking example from the very Italian reality of the small-medium size enterprises that characterize in particular the region of Veneto, where the city of Verona is located. To this end, collaboration with national and international institutions is also actively promoted.
Links for additional information (if available): http://www.africansummerschool.org/progetto/

SPAIN

1. XAMFRA' MUSIC AND THEATRE SCENE

The aims of Xamfrà are:

Help people develop the self-esteem that will give them autonomy in different areas of their lives
Promote team work; Promote understanding and collaboration among children from different areas and an evaluation and understanding of other people's work; Help children and young become aware of individual responsibility within a group; Increase their commitment to community work; Promote respect for people and care of materials; Strengthen awareness of the body as an instrument of expression; Promote aesthetic expression and enjoyment; Contribute to people seeing diversity as a source of wealth; Promote awareness of the shared elements of music, traditions and cultures that are apparently very different in space and/or time; Foster society's recognition of community work; Promote contacts and exchanges with other groups in the city and beyond (Catalonia, Spain and abroad) who also use art as a collective and community process.

Xamfrà works through:

Using the music in connection with other arts (visual and plastic, poetry, dance and theater) as "educational experiences", playing down the importance of the "artistic goal"; Using music as an extraordinary tool that allows different expressions to be articulated at the same time; Using music and the dramatic arts in a community fashion, intentionally refusing the concept of 'specialization'; Promoting creativity in children (improvisation and creation); Developing abilities such as attention span, concentration and coordination; Working on the basis of emotional intelligence (i.e., motivation, self-evaluation, expression, etc.); Promoting emotional and aesthetic enjoyment; Acquiring personal criteria (understood as something dynamic and in continual evolution); Discovering the importance of expression and the possibilities of movement, gestures, voice and body; Using a mixture of different artistic forms to experience the multicultural society as normal and pacific; We are convinced that when the social, racial and economic differences of a group or neighborhood are as clear as they are in Raval, providing music and arts as a common and shared language and the production of art projects as a source of motivation and social recognition can contribute to a more dignified life, greater understanding among people and an improvement in coexistence and quality of life.

Why through music, why through arts:

Among the qualities found in music within the condition of temporary there are two that make it unique and extremely effective as an educational tool:

1 - The possibility of joint and simultaneous expression but also not uniform (different people with different skills, play, sing and make music and turn it into a harmonious aesthetic expression which would not be complete if not everyone was present).

2- The "Here and now": music has an immediate impact on the attention and the perception of both, those who make it and those who listen to it (temporary art qualities, ephemeral condition of the sounds that pass).

These two qualities are found also in a different artistic discipline closely related to music: dance. Other qualities shared with other arts involve the emotional dimension of artistic language, the possible relationships and connections with other languages, arts and science, the possibilities of stylistic, social, historical, cultural anchors... from the "zone of proximal development" (Lev Vigotsky term).

To deepen into music education we start, however, with the premise set out by a visual and plastic artist, Herbert Read: "Although everyone experiences and explores the subjective world of an individual, the uniqueness of the individual will lack of practical value in isolation and is the realization of this individuality within the community that he / it will make good as far" (Herbert Read: Education through art) When we are with the group, we are a small community whereas, in a finite space and time, a group of individuals with different strengths interact. From my point of view, in that space and time we must seek and find this

community feeling, creating the suitable pedagogical conditions (Philippe Merieu: Apprendre...oui, mais comment?) find space and time of meeting. The sensory exploration, handling individual and collective elements that make up the music itself, its relationship to other languages, the aesthetic enjoyment of awakening through the world of emotions, are also tools and targets, paths and goal. This approach, through music, is based on considerations such as those collected in Christopher Small's book: Music, Society, Education.

About the teacher's roles in Xamfrà: The teacher must become a designer, understanding it as an opportunity to think about his/her own practice, visualizing it previously, within a scheme which includes the most important elements involved, based on the sequencing of activities to be done (Gimeno Sacristán). To think before you decide, to observe and record what happens, to redirect and rework schemes: the teacher enters in a progressive learning process. The teacher learns as well, through the action ("learning by doing"), and combines research with wide mental attitude, honesty and responsibility (Dewey 1965). Only the knowledge acquired by practical arguments will be, in teaching, flexible enough to bear the ambiguity degree to confront the extraordinary complexity, diversity and mobility of life in the classroom. Therefore, this type of knowledge becomes really effective in practice (Stenhouse, Fenstermacher). Reflection-in-action (Schön), with all its limitations, has the richness of the live capture immediacy, through multiple variables on improvisation and creation, and is therefore an extraordinary wealth process for practical vocational training. In this real context, the effective professional fulfils different roles:

1. The teacher as the facilitator of the group formation: - To frame activity in a given schedule, to agree on basic rules and procedures, to help to form the group. - To promote new participants introduction and integration and mutual understanding among group members - Helping to clarify goals and expectations for everyone, looking for the approximation of different views to reach group common formulations group. - To consolidate the group, making its members aware of where they stand: at what point in the learning process they are and how is their evolution.
2. The teacher as a participation facilitator - To promote exchange among group members, where everyone can express themselves and can be heard - To reinforce the positive contributions of each group member. - To facilitate decision making that allows the group to go on. - To provide, when it's necessary, working tools to the group (proposing dynamic methods, order contributions ...) - Participating himself as a member of the group.
3. The teacher as a facilitator of cooperation within the group - To help the group discover their real potential so that they may undertake certain processes and activities. - To encourage the support among group members, the development of joint projects... looking for individual and group satisfaction.
4. The teacher as a promoter of group membership feeling. - To facilitate group cohesion for the good integration of all its members and beyond the differences. - To assess and highlighting group values and the profit of sharing, and tightness in between. - To manage and redirect conflict, channelling aggression and intolerance, but also apathy, scepticism, contempt

2. SAIER- AMIC

Approval of foreign studies , training advice and support for job search. Presentation of the Association aMIC (Associació d'Ajuda Mútua d'Immigrants a Catalunya) and the task that develops within SAIER (main municipal reception and care of immigrants at the city level) .

While infrastructure and coordination of dependent SAIER Barcelona City Council, all professionals working within this device belong to non-profit organizations. This makes an organism SAIER new in the way they work because although it is a municipal body, does not follow the classic dynamic functioning of public administration and its employees are not civil . It will aim to briefly NGOs composing the SAIER and what is the service that each of them , to put into context what works AMIC and move to focus on his specific task.

Service guidance on approval of foreign studies 1. Explanation of concepts: standardize, validate and recognition of qualifications by Directive 2005/36/EC. What involve each of these procedures (further studies and / or work) . Must approve all degree ? The approval before and after 2015 (full implementation of European degrees in Spain) . Expectations and uncertainties about it. 2. Service methodology . The main asset of our service is the way we provide information . We empower the user to make an informed decision by giving you access to relational information quality , differentiating performance and fast too compartimentarizado government. It also will explain the importance of accurate initial information on the requirements for the approval and review all academic documents (content , legalization, translation), since it is a process that is usually long and involves an investment of time, money , paperwork and mobilization of people known in the country of origin by the person concerned. 3. The administrative procedure of approval . The three possible outcomes (favorable, conditional , unfavorable) . Division of powers between the university approval (Ministry of Education) and the non-university (Department of Education of the Generalitat de Catalunya) . AMIC Coordination with both. 4. The profiles of the users we serve : - Three major categories : new arrivals with high academic profiles ; resident in Spain following the economic crisis need to validate their academic and professional skills ; adolescents grouped by their families and they need to join the Spanish educational system (AMIC coordination with the family reunification program of the City of Barcelona , the youth information points, institutes , universities, etc. .) - Statistical data of the patients attended during 2012.

Service orientation training: 1. Administrative status and academic level that the interested party : factors to take into account in access to training (formal , casual , instrumental , occupational - continuous) . 2. Main problems detected by our service : --- Progressive decrease of free training in a context of economic crisis and rising tuition. --- Deficiencies in the level of language (Castilian and Catalan) of people interested in accessing training. --- Difficulties for immigrants to participate in accreditation processes skills from the experience.

Support Service job search: The labor reform approved in Spain has not helped to create employment and the measures implemented by the government basically contribute to precarious working conditions (non-renewal of collective agreements and consequently reduction of wages and loss of the improvements Contained in the Statute of Workers : unprotected by health and accident contracts minimum repetition of hiring part-time or daily basis depending on the needs of the company ...

In this general economic context , you must add factors derived from the condition of being an immigrant , and we work from our service: illegality , low computer literacy in certain profiles, lack of a method or seeking planning employment, essential expenses with which to be reckoned , homeless, failure to demonstrate professional knowledge documented .

3. GENERALITAT DE CATALUNYA

- Focus on highlighting the main difficulties faced by this group of young people for their personal and family situation due to having immigrated from different areas:

Education: - Lack of recognition in the School Curriculum knowledge acquired in origin;

- The late entry into the education system affects the continuity of studies beyond compulsory. - The involvement of parents is lower due to ignorance of the system, language, etc..

Labor: - Topic immigration documentation and difficulty of qualified labor market insertion.

Citizenship: - In civil society entities that help build a sense of belonging to the host country and their identification with this society. - To what extent poverty and vulnerability affects and conditions for these young people as part of all young people in Catalonia.

The precariousness of households directly affects children of these families conditioning their development and personal autonomy.

- Approach a number of policy proposals with young people included in the Plan of Citizenship and Migration of the Government for the period 2013-2016.

4. FUNDACIÓN ADSIS

Fundación Adsis is a non-profit organization that has been working for more than 45 years with people at risk of social exclusion, in order they can find opportunities to improve their situations. We work mainly with young people, because with its personal and professional development, we believe we can build a fairer and more caring society to provide a better future for everybody.

OUR PROGRAMS Social and work inclusion for young people. Through the work of our street counselors and in collaboration with schools, we find and assist all the young people with social and educational problems. The quality of their future depends on having the right opportunity on time. Shelters for children and young people_ We foster children and young people with a difficult family environment. The future of 40 these young people starts when they turn 18 years old. Social intervention with prisoners or ex-prisoners We work in and out of prisons, through personal development programs, treatments against the drugs addiction and partial freedom experiences to enable them to reintegrate into society. For this people deprived from freedom, the future is to start over again.

Support to immigrant population. People that just arrive to our country requires an special attention, so we offer them legal assistance, job search guidance and tools to make easier the social integration. Their futures is the present.

Solidarity and values education with young people_ Young people have the future of the society in their hands, so we want them to have the right values to be committed with a fairer and more caring world.

Cooperation for Development. We work in developing countries, providing tools to the most impoverished communities in order they can lead their own future, specially children and woman.

EquiMercado, Fair Trade_ Anyone deserves a better future, so we support south cooperatives with the importation and the sale of their products.

INTEGRATION OF IMMIGRANTS IN THE CHALLENGES WITH WHEN THEY ARE LOOKING FOR WORK.

- Profile of young immigrant Adsis user: - Age range – Nationality - - Level of Education - Types of immigrants served: 2nd generation; Unaccompanied and family reunification
 - Factors that will influence the job search: employability factors: - Structural factors: Economic-social; Occupation sector situation; Economic and social , policies; Economic and social infrastructure and Social discrimination factors
- Personal factors: Work curriculum; Training curriculum; Socioeconomic status; Roles, family ties and relationships and Positioning to work
- Competence factors: Technical skills (professional profile); Basic skills: a) access to employment, b) basic instrumental, c) specific instrumental; Generic skills: a) diagnosis, b) relational and c) coping