

Lifelong Learning Programme
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ENEVA

Enhance Efficacy Through Valorisation

First Danish national workshop, Grenaa 24 June 2009



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1. Participants

Name	Institution/company
Holger Poulsen	Jobcenter Norddjurs
Marian Christensen	Jobcenter Norddjurs
Claus Møller Jacobsen	Grenaa Tekniske Skole
Lene Kristensen	Jobcenter Norddjurs
Mikkel Holme Hansen	Jobcenter Norddjurs
Susanne Poulsen	CV2
Kraka Jørgensen	Jobcenter Norddjurs
Birgit Fuglsbjerg	UU-Djursland
Jens Højlund	CV2
Ivan Damgaard	Jobcenter Norddjurs
Hanne Sørensen	UU-Djursland
Hanne Andreassen	CV2
Mona Dethlefsen	Jobcenter Norddjurs
Erik Petersen	UU-Ebeltoft
Tove Ingerslev	CV2
Tine Sønnischsen	Jobcenter Norddjurs
Jesper Søndergaard	Grenaa Handelsskole
Laila Baumann Christensen	CV2
Rie Moselund	Jobcenter Norddjurs
Eva Bæk Pedersen	Grenaa Handelsskole

2. Agenda

- 12.00 Welcome, presentation and lunch
- 13.00 “Ready, set, go – and the wheel of education”, Jens Højlund, Head of CV2
- 13.30 Open discussion on ways of inclusion of marginal groups
- 14.15 Coffee



- 14.30 Mentoring – examples of good practice, Jens Højlund, head of CV2
- 15.00 Metacards, Hanne Andreassen, consultant CV2
- 15.30 New ways in counselling and reduction of drop-out rates, Tove Ingerslev, Head of CV2 Projects Department.
- 16.00 ENEVA presentation, Jens Højlund, Head of CV2
- 16.30 Conclusion of the day, Jens Højlund, Head of CV2

Venue:

CV2, Djursland Business and Technical Colleges,
44, N.P. Josiassensvej
8500 Grenaa

Date:

24 June 2009.

Moderator of the day:

Jens Højlund, Head of CV2

3. Welcome

Jens Højlund welcomed the participants to the seminar and introduced the topics as well as the speakers of the day. To lay the ground for improved networking among the participants during the seminar open discussion parts, there was a round of presentations of the participants. Jens went on to say that the CV2 staff was pleased about the interest taken by local institutions and companies in the CV2 project work on disabled and marginal groups in society and that a meeting like this seminar is an important step in the inclusion process.

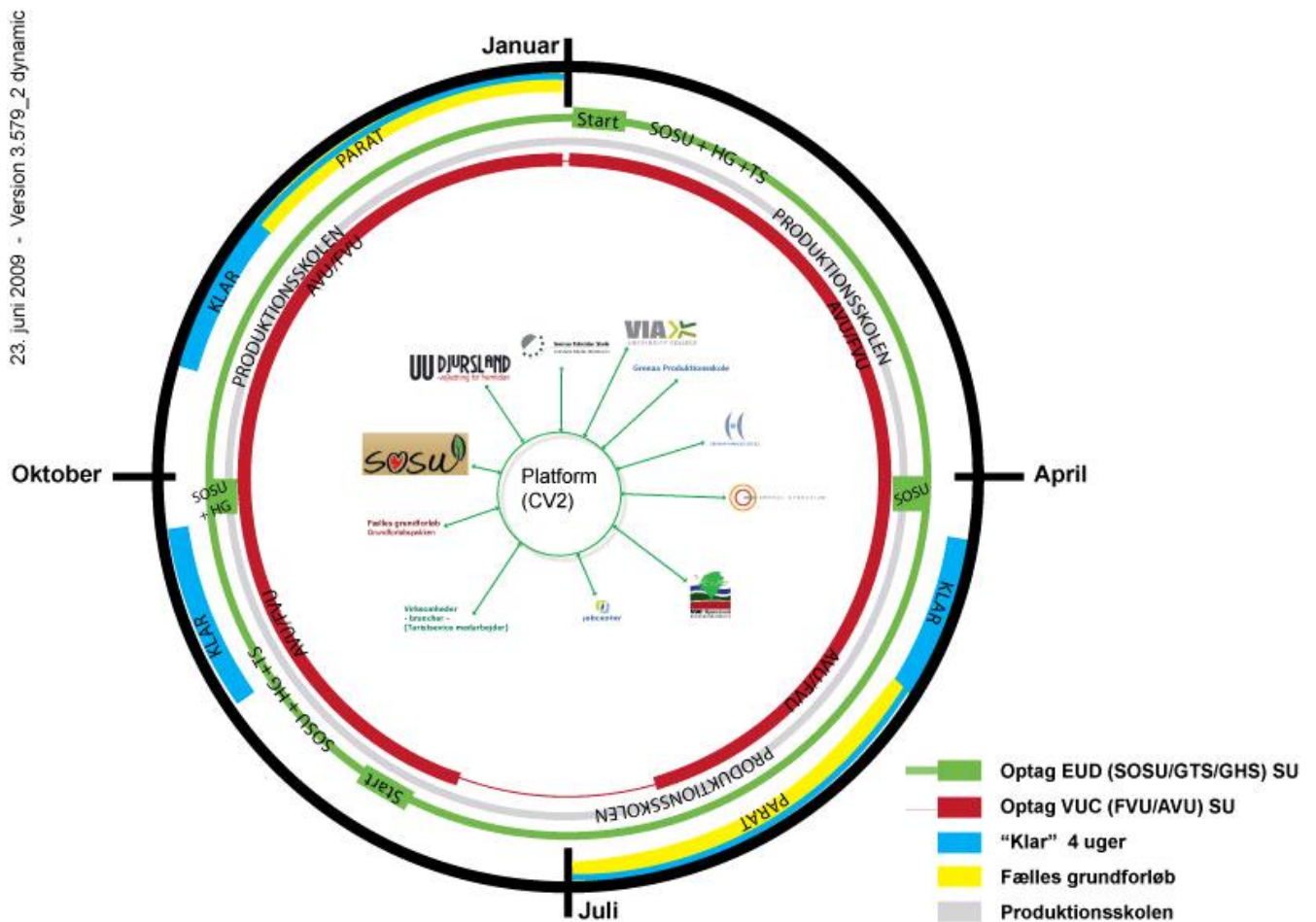
4. “Ready, set, go – and the wheel of education”

Jens Højlund presented “Ready, set, go – and the wheel of education”. The title covers a number of projects dealing with the inclusion of marginal youths by means of training and/or education combined with extended counselling and mentoring. Jens Højlund said that despite the European



Union's potential shortage of labour, many young people are neither in the education system nor do they work. Many face a lifetime of unemployment.

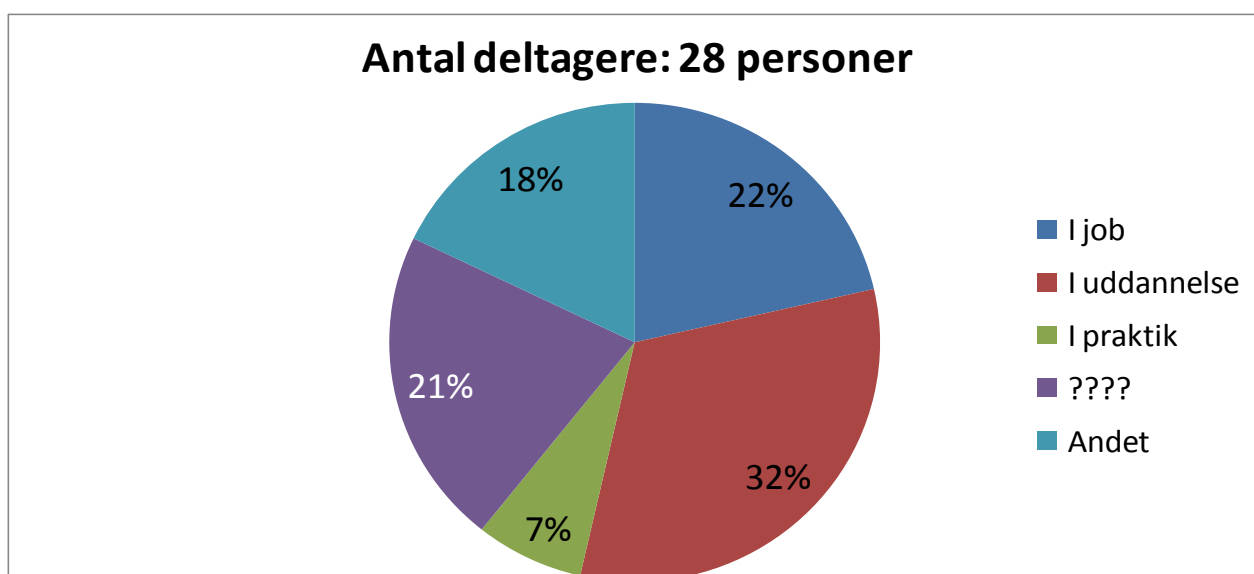
This is very sad in a time where young people should be perceived as an opportunity for Europe, especially in a context of an ageing population. Despite efforts in this sense, the needs of disadvantaged youth may still not be necessarily adequately addressed through local and urban development policies, particularly in the case of young people from foreign or socially marginalized groups. Therefore a number of CV2 projects have worked on this theme with the aim to strengthen the integration of unemployed and under-skilled young people by providing them with access to job opportunities through education, training, mentoring, and sometimes even role-modelling.



“The wheel of education”

The above table, the local “wheel of education”, shows ways in which CV2 works with preparing young marginalised groups for education and training, and hopefully making a path for them that leads to a job and active citizenship.

And the efforts seem to work. Below pie chart was made at the end of a training programme for one of the groups, and it shows that after the end of the training, 79% of the participants went on to formal education or permanent jobs.



5. Open discussion and conclusion



Active participation by the audience make seminars more lively, and active networking among participants in a seminar make participants remember the important issues of a seminar better. Those are among the experiences of CV2 – and therefore a combined networking and discussion session was planned for the day. The seminar participants were divided into groups of four or five, and in the café there were tables with questions – different questions on each table. The groups now used 5 minutes by each table – giving their response. All questions dealt with the inclusion of marginalized groups into society. There were many good points in the response from the seminar groups – and – also very important, the networking philosophy had worked as well.

6. Mentoring

Jens Højlund presented a very useful course developed in LdV project VOCA 2. The mentoring course can be used generally to teach facilitators how to work with the mentoring process in many situations – in the VOCA project it was used for mentoring disabled people.

According to Wikipedia a mentor is ‘a trusted friend, counsellor or teacher, usually a more experienced person. Mentors provide their expertise to less experienced individuals in order to help them advance their careers, enhance their education, and build their networks.’ A mentoring relationship can arise spontaneously and informally but the VOCA2 project was concerned with setting up mentoring relationships in a structured and professional manner. The VOCA2 mentor training course therefore needed both to train specific mentoring skills such as active listening and questioning but also needed to include guidance on how to set up and recognise the formal boundaries of the mentoring relationship.

Phase	Tools
A single course template can be adapted to many different situations and was based on supporting mentors in the following stages of a mentorship.	
Lead (Start)	Build trust Mentoring agreement Active listening Goal setting
Follow up (Intermediate)	Conversation (proactive goal setting) Power questions



	Action plans
Get out of the way (Completion)	Feedback

Course Syllabus:

1. The Concept of mentoring

- 1.1 What is mentoring?
- 1.2 Where does the concept come from?
- 1.3 Who were your mentors?
- 1.4 What do mentors do?
- 1.5 Why mentoring?

2. Being disabled

- 2.1 Reflection on participants' own experiences
- 2.2 Issues facing disabled people

3. Qualities and skills of a mentor

- 3.1 Communication - verbal and non-verbal
- 3.2 Active listening 8



- 3.3 Barriers to communication
- 3.4 Problem-solving
- 3.5 Questioning
- 3.6 Basic knowledge of legislation affecting disabled people
- 4. The role of a mentor
 - 4.1 Building a relationship
 - 4.2 Setting objectives/action plans
 - 4.3 Facilitating change
 - 4.4 Recognising success
 - 4.5 Empowering/encouraging/motivating disabled people
 - 4.6 Expectations/commitments
 - 4.7 Record keeping/monitoring
- 5. Boundaries and responsibilities
 - 5.1 Attachment
 - 5.2 Disclosure
 - 5.3 The Mentoring contract
- 6. The World of Work
 - 6.1 CV and job application
 - 6.2 Interviews
 - 6.3 Induction
 - 6.4 Work routines
 - 6.5 Rights and responsibilities
- 7. Implementing the VOCA2 tools
 - 7.1 Competence Assessment
 - 7.2 Monitoring
 - 7.3 Recruiting and Coaching
- 8. Other potential training topics
 - 8.1 Diversity/challenging discrimination
 - 8.2 Local agencies/services for disabled people
 - 8.3 Paperwork that mentors need to keep



7. Metacards, Hanne Andreassen, consultant CV2



Hanne Andreassen told about the LdV Metacards project. EU T-VET teachers often have difficulty in engaging with young people (aged 13 – 25 years) who could be classed as “hard to help”. These difficulties inhibit analysis of the issues that these young people face (and strengths that they have) and also minimise the ability of the practitioner to help the young person obtain employment or formal qualifications. By using the Metacards, practitioners can encourage young people to open up and maximize their resourcefulness.

Aims and objectives of the project are:

- Translation of the Metacards and associated handbooks into the home languages of the three main partner countries
- A group of practitioners from each main partner country trained and accredited in the use of Metacards with their clients
- Training and accreditation of a select group of these practitioners to be able to train fellow practitioners
- Dissemination of Metacards

The impact of the project will be to reduce the number of young people who are unwilling to engage effectively with support services – and also help European VET institutions reduce drop-



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out rates amongst all marginal youth groups and increase the number of young people getting either stable employment or formal qualifications.

8. New ways in counselling and reduction of drop-out rates, Tove Ingerslev, Head of CV2 Projects Department.

Tove Ingerslev presented a project focusing on the reduction of drop-out rates by means of improved counselling.

The social, economic, and political costs of the dropout problem have been well documented all over the EU. Lost tax revenues and payments to welfare recipients as a result of increased drop-out rates are significant, and this is “just” the economic aspect of the problem. Another aspect is the risk of an increasing group of youths living on the fringes of society rather than as active citizens. Besides, there is the shrinking entry-level labour pool to consider, and which is also making it increasingly difficult for business to ignore those members of this pool whom they could previously overlook--poorly motivated youth who lack fundamental literacy skills and are unacquainted with the responsibilities of the world of work.

To answer these needs, CV2 implements the “New ways in counselling and reduction of drop-out rates” project, which is carrying out a field study in the reasons why youths drop out of T-VET, and the importance of career counselling and mentoring in the retention of youths in T-VET. The field study is also aiming at pin pointing areas for improvements to be tested in the project.

9. Presentation of the ENEVA Portal

Jens Højlund went on to present ENEVA, which is a thematic action within the LLL initiatives and aimed at persons with disabilities. It offers a strong tool for the valorisation of the results achieved in the framework of EU LLL programmes and seeks at the same time to attract important stakeholders in the EU not only to use but also to support the portal, which again will start a process of inclusion of people with disabilities into not only mainstream society, but also into the labour market. Furthermore, ENEVA aims at offering a “logical framework” to help researchers and decision makers to analyse and compare solutions, experiences, methods and proposals.

The way ENEVA aims at obtaining all these goals is by creating a devoted portal that can be perceived as a support service linked to the Commission databases to facilitate stakeholders’ search for well documented results to be used in for example the legislative process or for research. “Stakeholders” here must be very widely defined – from legislators, politicians to



researchers, disabled people, NGOs, and people employed in the service sector and working with the disabled. ENEVA must be regarded as a dynamic tool open to impacts from all stakeholders.

8. Open discussion and conclusion

The day was ended with a short open discussion. The participants agreed working for the inclusion of marginal groups into society is an important issue, and that the LLL projects presented during the day are important steps in that direction.

