APTE : A Pathway To Employment

GUIDEBOOK

APTE

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- A pathway to employment
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INTRODUCTION

A. Purpose of the guidebook

EN: We want to put all the experience and learnings acquired throughout the APTE project into one practical guidebook. Our aim is to share practical knowledge and methodologies to enable those who wish to do so (mainly those who support people seeking employment or undergoing professional transition) to implement all or part of the proposed activities.

We hope you'll find it informative, practical and easy to use. Good luck with the implementation, and if you have any difficulties, don't hesitate to contact your nearest member of the APTE consortium.

FR: Nous souhaitons rassembler toute l'expérience et les apprentissages acquis au cours du projet APTE dans un guide pratique. Notre objectif est de partager des connaissances pratiques et des méthodologies pour permettre aux acteurs qui le souhaitent (principalement à ceux qui accompagnement les personnes en recherche d'emploi/ en transition professionnelle) de mettre en place tout ou partie des activités proposées.

Nous espérons que vous le trouverez instructif, pratique et facile à utiliser. Bonne chance pour la mise en œuvre et si vous rencontrez des difficultés, n'hésitez pas à contacter un membre du consortium APTE le plus proche de chez vous.

HUN: Az APTE során szerzett tapasztalatokat és tanulságokat egy gyakorlati Útmutatóban szeretnénk összefoglalni. Célunk a gyakorlati tudnivalók és módszerek megosztása, hogy az érdeklődők (főként azok, akik álláskeresőket vagy szakmaváltókat támogatnak) képesek legyenek a bemutatott tevékenységek egészét vagy egy részét megvalósítani.

Reméljük, hogy informatívnak, praktikusnak és könnyen használhatónak találja majd. Sok sikert a megvalósításhoz, és ha bármilyen nehézség merülne fel, ne habozzon kapcsolatba lépni az APTE konzorcium Önhöz legközelebbi tagjával.

SP: Queremos plasmar toda la experiencia y los aprendizajes adquiridos a lo largo del proyecto APTE en una guía práctica. Nuestro objetivo es compartir conocimientos prácticos y metodologías para que quienes lo deseen (principalmente quienes apoyan a las personas que buscan empleo o se encuentran en transición profesional) puedan poner en práctica todas o parte de las actividades propuestas.

Esperamos que le resulte informativo, práctico y fácil de usar. Buena suerte con la aplicación y, si tiene alguna dificultad, no dude en ponerse en contacto con el miembro del consorcio APTE más cercano.

INTRODUCTION

B. Guide of concepts and abbreviations

PRO BONO: Voluntary act by which people put their skills at the service of a social project

PAIR MENTORING: Mutual learning and collaborative work between two people seeking professional activity, training or guidance with the aim of achieving together their personal goals

COLLECTIVE WORKSHOP: Awareness raising and personal development activities related to social and ecological issues as well as activities related to job searching

SOCIAL AND SOLIDARITY ECONOMY : This concept encompasses enterprises, organizations and other entities that are engaged in economic, social, and environmental activities to serve the collective and/or general interest. These entities aspire to long-term viability and sustainability and operate in all sectors of the economy

FACILITATOR: Someone who works to help a group ask itself the right questions, so that it can come up with its own answers. Whereas an expert intervenes by disseminating his or her knowledge of the problem, the facilitator accompanies the reflection but does not necessarily have to be an expert on the topic being discussed

COLLECTIVE INTELLIGENCE: facilitation techniques that allows to mobilise a wider range of information, ideas and insights.thanks to the skills of a group. The goal is to solve problems or achieve shared objectives

Quick list of abbreviations:
- **APTE:** A pathway To Employment
- **NPO:** Non Profit Organization
- **SSE:** Social and Solidarity Economy
- **CSR:** Corporate Social Responsibility

INTRODUCTION

C. What is APTE? A Pathway To Employment

The **quest for meaning** has never been as central to work as it is today. As a result, a growing number of people are looking to reorient themselves towards the SSE sector, where **employability rates are set to rise**, and which respond to current societal and environmental challenges.

Over the years, programs have been developed, but their cost is for some unsustainable.

Since March 2022, an European consortium of Erasmus + has been **experimenting with innovative support methods** how to **facilitate the employability** of low-skilled young people and adults over the age of 45.

Its ambition? To give job-seekers the opportunity to discover, share and reflect on their career plans, and to help them (re)discover the SSE sector and open up their field of possibilities.

How can we help? By creating and implementing a pathway consisting of :
- Collective workshops on social and environmental issues
- Co-development workshops and mentoring sessions
- Commitment time and pro bono consultancies

**2 years (2022-2024)
3 phases**

1 **RESEARCH :**
To better understand the needs of our target groups, we made a survey for job seekers and a focus groups with organizations that supports them.
Deliverable available on this link.

2 **EXPERIMENTATION :**
Elaboration and facilitation of 12 APTE's promotion
This guidebook will focus on the results of this phase

3 **CAPITALIZATION :**
Creation and dissemination of the tools created to facilitate the duplication of the project

C. What is APTE ?

Goals for non-profit partners
• Discover and participate in the creation of a **new support path** to enrich and add more value to the accompaniment you provide to your beneficiaries
• Get **turnkey tools** to complete your methodology
• Create new partnerships and **expand your network**
• Be **aware of data relating to the specificities of its beneficiaries** in order to offer support that best meets their needs

"This pathway helped me to consolidate my thoughts on social economy. It gave me the desire share my skills to good use, but also to start a career there in a few years' time." (France)

"Thank you very much for this experience and all the knowledge I am taking home, I feel it was a little bit what I needed to become present and start working to reach my goals and even create them." (Spain)

Goals for jobseekers
• Have **experience in the SSE** through volunteer work
• Be **aware and discover professional opportunities** in the social and sustainable economy sector
• Recreate links between generations thanks to the diversity of profiles
• Becoming an active citizenship
• **Gain confidence in oneself**, in one's career in order to feel useful and capable
• Become aware of your potential and **identify, develop and enhance your skills**
• **Expand your social and professional network** by meeting with different professionals

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C. What is APTE ? A strategic partnership of 5 organizations

The consortium is composed of **5 organisations from 4 different countries.**
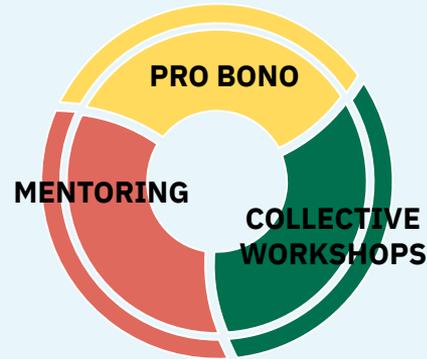
The **complementary nature of the competences, experiences** and national realities of the organizations represents a real value for the development of the most complete and relevant pathway possible

POUR LA SOLIDARITÉ
European think & do tank
Https://www.pourlasolidarite.eu

Groupe One
https://www.groupeone.be

pro bono lab

FRANCE

BELGIUM

ÖNKÉNTES KÖZPONT ALAPÍTVÁNY

HUNGARY

https://www.probonolab.org

http://oka.hu/

work for social
Trabaja para el cambio social

SPAIN

https://workforsocial.org

Co-funded by the
Erasmus+ Programme
of the European Union

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C. **What is APTE ? A strategic partnership of 5 organizations**

POUR LA SOLIDARITÉ (PLS) is a European think & do tank with over **ten years' experience** in coordinating and implementing European projects. A **pioneer in Brussels on the issue of mentoring,** PLS is actively working on **issues linked to the social inclusion of people who are far from employment.**

PRO BONO

MENTORING

COLLECTIVE WORKSHOPS

WORK FOR SOCIAL (WFS) and **PRO BONO LAB (PBL)** **promote the practice of pro bono**. As intermediaries, they put NPO in touch with companies and individuals willing to offer their professional expertise free of charge to enable them to grow and maximize their impact by gaining access to skills they don't have. Both organizations have **experience in facilitating workshops and have implemented several pro bono projects with students and young professionals.** In addition, PBL implements an action research approach to test innovative projects to solve societal issues.

GROUPE ONE (GO) is a non-profit organization that offers **free professional support** to all project leaders, particularly job-seekers, to **help them draw up their business plan and find financing.** In addition, GO offers an **approach based on active pedagogy** through interactive role-playing, change support methods such as neuro-management as well as collective intelligence techniques.

An independent NPO, **ÖNKENTES KÖZPONT ALAPITVANY (ÖKA)** is a **major actor in civil society and the development of volunteering in Hungary**. It has run numerous local, national and international projects over the past 22 years. In addition to a vast network of cooperation with NPOs, state institutions and the business world, it also has **extensive experience in supporting employment through volunteering and training.**
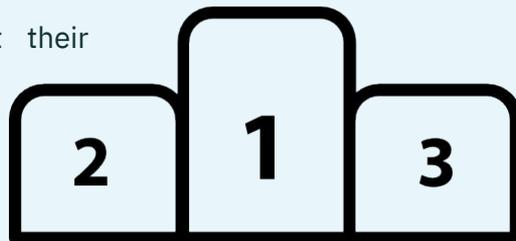
C. What is APTE ? Findings

During the first phase of our project, we took stock of the **difficulties and needs encountered by jobseekers**, so that we could best adapt the pathway we were going to create.

Main outputs of needed support:

Methodological and practical support in job researching

Networking to boost their opportunities

Possibility of working in their own pathways with a specialised person or structure

Main outputs of difficulties encountered:

Lack of experience

Finding job offers

Qualifications not relevant to the labour market

Little or no recognition of skills developed (mainly soft skills)

C.What is APTE ? Main figures of the project

95,6% of participants considered the pathway was useful

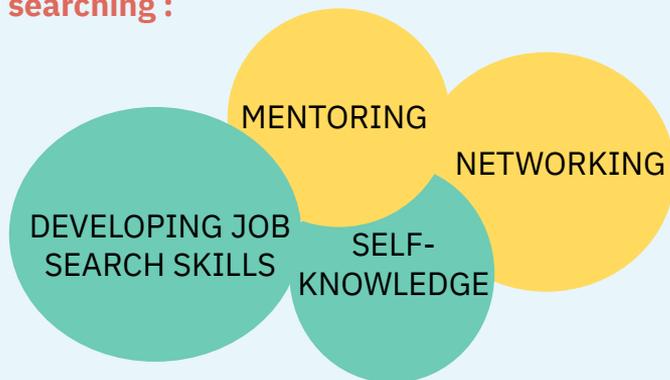**Most valued:**

➤ MENTORING

➤ IKIGAI

➤ PRO BONO

➤ SKILLS AWARENESS

Most useful for job searching :

MENTORING

NETWORKING

DEVELOPING JOB SEARCH SKILLS

SELF-KNOWLEDGE

- **107** participants

- **19** organizations helped

- **51** new partnerships

- **48** mentoring pairs

- **47** would like to work in the SSE after the pathway

C. What is APTE ? Main achievements - Mid term evaluation

4,35/5 points for usefulness of pathway

Most useful for job searching:

➤ NETWORKING

➤ SKILLS DEVELOPMENT

➤ EXPERIENCE SHARING

➤ SELF-KNOWLEDGE

➤ KNOWLEDGE & SSE

➤ CONSCIOUSNESS

Comments:

NETWORKING

CONFIDENCE

DYNAMIC QUALITY

EXCHANGES

NEW ASPECTS

MOTIVATION

**40,2%** have found a new job

⬇

- **90,9%** could use what learned during pathways
- **83,3%** have learnt something new about her-/himself
- **53,5%** keeping contact with other participants

Most valued:

➤ PURPOSEFULNESS

➤ SELF AWARENESS

➤ AWARENESS IN JOBSEARCH

➤ SELF CONFIDENCE

➤ MOTIVATION

DESIGNING A PATHWAY TO EMPLOYMENT

A. Introduction
B. Defining the target group
C. Identify your goals
D. Coordinate the logistic aspects of the pathway
E. Communication about your pathway
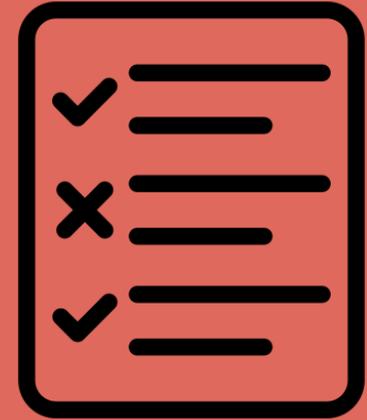
DESIGNING A PATHWAY TO EMPLOYMENT

A. Introduction : 3 main expertises to succeed the project

MENTORING is an **interpersonal relationship**, in which an experienced person (mentor) offers his/her knowledge and acquired experience, on a medium- or long-term, for another person (mentee), who has difficulties and needs improvement, help or advice in an area, whether it is work, studies, life situation or even job search. Mentor helps mentee to achieve the specified goals. The aim of this supportive cooperation is **help, development, experience transfer and teaching**.

In **pair mentoring** the inclusivity of being in the same life situation brings **added value to the cooperation.**

Main benefits of mentoring:
- Mutual exchange of experience
- Joint work - CV, cover letter, interview
- Sharing job search techniques - good and bad experiences
- Sense of common life situation
- Personal and professional networking

MENTORING

"I appreciated the well-organized and structured mentoring sessions. For me, mentoring was a chance to deepen mutual understanding, although we didn't make significant progress on our projects during the limited two meetings. Nevertheless, I found the experience to be educational and interesting". (Belgium)

A. Introduction : 3 main expertises to succeed the project

COLLECTIVE WORKSHOP is a collaborative and joint activity that always addresses a **specific topic** and in which participants actively contribute to an **in-depth exploration** of the topic. During a guided workshop, everyone can share their experiences, opinions and ideas, which are then processed collectively by the group. Workshops always end with some learning and can provide long-term support.

Throughout the pathway, the collective workshops are grouped around **5 broad themes**: soft skills awareness and development, self-awareness, sustainability and environment, civil society and pro bono, digital transformation.

Main benefits of collective workshops:
- Supports successful job searching
- Gain and exchange experience
- Identifying and developing skills
- Exploring new sectors
- Communication development

"Thanks to the collective workshops, now I have more knowledge of the circular economy than I was aware of. It's also nice to see that there are so many socially conscious people." (Spain)

COLLECTIVE WORKSHOP

DESIGNING A PATHWAY TO EMPLOYMENT

A. **Introduction : 3 main expertises to succeed the project**

PRO BONO is a highly beneficial volunteering act in which professionals provide valuable **skills and talents in different management areas for socially beneficial undertakings**. It is an act based on freewill and volunteering values.

This highly valuable skill transfer is usually offered for NPOs, who has an important social purpose and would otherwise not have the resources to achieve it. pro bono consultancy has an impact not just on the NPO sector, but also on all the social beneficiaries in whose interest they work.

Main benefits of pro bono:
- Experience on the spot
- Practicing and reinforcing soft skills
- Discover in more detail how a NPO works
- Gaining in self-confidence
- Insights into the civil society
- Networking

PRO BONO

"I appreciated the Pro Bono activities, including the preparation day, mission day, and presentation day. It was great to focus on developing my weaknesses and gaining insight into how non-profit organizations operate. I found it highly interesting and enriching to draw inspiration from others and make proposals during these activities." (Belgium)

B. Defining the target group

Defining the target group is the first step in planning the pathway to be implemented. Identification can be done in **several ways.**

If, in the course of the **organisation's work, needs arise spontaneously from beneficiary groups** or customers to which the organisation can respond, the target group is clear. The APTE concept is designed **not just for the low-educated,** but also for specific groups that are looking for an employment or wants to discover the SSE (ex. students). The pathway should be adapted to the target group (Slide 19).

If we **consciously look for a social group** that could benefit from the pathway, we can **assess the needs** in several ways. **NPOs working with jobseekers can help you** with their experience, expertise and network in finding and engaging participants.

It is also worth inviting their experts to the different expertise sessions.

Workers in state and municipal employment offices, and also those in job centres and retraining centres meet a wide range of jobseekers every day. Their openness to the pathway and the flexibility of the care system can be assessed through providing thorough information and active communication about the pathway. The informative material provided should be tailored to the target group.

Reaching the right people, in the case of the low-skilled, is always most effective through personal contact. They have a limited presence on the usual online channels, but are available at job centres regularly visited to stay in the system and join other training programs.

In any case, it is worth **conducting a preliminary survey**, online and face-to-face, to **identify real needs and to measure interest** and willingness to engage. It will also provide guidance on the date or period of year for launching the pathway.

C. Identify your goals

To design the right pathway with relevant content, it is essential to define the exact purpose in advance.
Several important aspects must be taken into account : 1) target group, 2) length, 3) content, 4) format
It is advisable to **define a basic structure and to adapt it** to the variables for each implementation.

Target groups: one of the most important variables to consider. Experience has shown that participants with **different levels of education and motivation** show different levels of activity and interest. Elements may be excluded that would be redundant, e.g. in the case of a higher level of education or a long job search history. Try to put the components together in a way that is as **understandable**, **easy to follow** and as **useful** as possible for everyone.
A pathway for **specific groups** (e.g. women, career changers, people with disabilities) should include **elements that specifically facilitate the job search for this group.**

NPOs with expertise in the field should be involved in the preparation of collective workshops. These characteristics should also be taken into account when planning the pro bono consultancy and selecting the NPO to be supported (e.g. accessibility, area of expertise).

The length of the pathway should take into account the specificities of the jobseeker **support system** in the country/region. The APTE experience illustrates the impact this has on the availability of participants.
It is possible to think in terms of a **short version**, but all other **elements should be adapted**, e.g. more intensive pathway schedules and parallel collective workshops/mentoring/pro bono preparation. A particular attention should be paid to the follow-up of the pro bono consultancy and the inclusion of a group case processing session.

In the case of a **long pathway**, in order to retain participants, try to **involve as many partners as possible** (e.g. trainers, environmental specialists, volunteer psychologists, etc.) in the training, in order to diversify the pathway, which can last up to 10 weeks.
It is also crucial to **assess the capacity of your organisation in advance**, the workload and the availability of your staff.

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C. Identify your goals

Content: many aspects of content have already been mentioned. In APTE we have identified **5 areas** around which the collective workshop topics are grouped.

Of course, this can be deviated according to the **needs and interests** of the particular group of participants and what the organiser wishes to **highlight**.

But based on our experience, it is highly recommended to have a **strong emphasis on awareness and skills development** collective workshops, because these are the ones that we have received the most reinforcement for in the evaluations of our pilot pathways.

In the annexes you will find many workshop topics and themes. The combination of the 3 expertise **(mentoring, collective workshops, pro bono)** is the core of the APTE pathway concept, so maintaining this structure is key to achieving **maximum results.**

The form of implementation can be online, offline or a combination of both.

In any case, it is an advantage if all elements of the pathway can be completed **in person**, as the evaluation shows that jobseekers are not only interested in acquiring knowledge, but also in meeting people in similar situations, getting out and sharing personal stories has a very strong psychological impact. Of course, there are elements of the pathway that can be successfully delivered **online** (e.g. online versions of certain environmental workshops, pair mentoring sessions) and circumstances such as distance from the location or illness cannot be ignored.

In the case of a **hybrid implementation**, the technical conditions must be **carefully managed** so that a possible contact failure does not interfere with the face-to-face attendance and can be followed by the online participants as well.

For any type of pathway, it is worthwhile to **continuously monitor and take personal feedback into account**. The pathway can be modified during implementation, if necessary, but it is crucial to properly communicate about it with the participants.

D. Coordinate the logistic aspects of the pathway

- [ ] Design the pathway (number of workshops, duration, content, number of participants, online/offline). *You will have all the tools in the next slides !*
- [ ] Create communication tools to mobilise participants and operational partners that can help you
- [ ] Find locations for the workshops
- [ ] Find a NPO that is going to beneficiate from Pro Bono
- [ ] Find operational partners
    - [ ] to help mobilize participants
    - [ ] to provide locations
    - [ ] to facilitate some workshops
    - [ ] To share their own experiences
- [ ] Find participants
- [ ] Create a registration process
- [ ] Create the form to do the mentoring pairs
- [ ] Prepare each workshop
- [ ] Prepare attendance lists
- [ ] Prepare workshop evaluations

DESIGNING A PATHWAY TO EMPLOYMENT

E. Communication about your pathway

In the pursuit of enhancing the effectiveness of employment programs, particularly those that incorporate innovative pathways and lesser-known training, **clear communication** becomes paramount. This is especially true for individuals seeking employment or undergoing professional transitions who may find it challenging to **comprehend the nuances of unique employability pathways.**

The key takeaway from APTE, is that **simplicity in communication significantly contributes to better participant understanding and engagement.**

Challenges identified:

The innovative nature of our employability pathway, coupled with the relatively unfamiliar training components (pair mentoring, pro bono and collective workshops), presents a communication challenge. Prospective participants often struggle to grasp the essence of the pathway, leading to hesitancy in enrollment.
It is crucial to acknowledge that the success of such initiatives relies heavily on the **ability to convey complex information in an accessible and straightforward manner.**

E. Communication about your pathway : recommendations

Clarity over complexity:

- Emphasize **simplicity** in language and messaging
- **Avoid jargon** and technical terms that might alienate potential participants
- Provide c**oncise and easily digestible information** about the pathway's objectives and benefits

Visual aids:

- Utilize visual elements such as **infographics or flowcharts** to illustrate the pathway structure
- Incorporate **images or icons** that represent key components, making it visually appealing and memorable

Testimonials and success stories:

- **Share real-life experiences** of individuals who have benefited from the pathway
- **Highlight success stories** that emphasize the positive outcomes and impact of the employability itinerary

Engage through multiple channels:

- Utilize **various communication channels** such as social media, email, and informational sessions
- Leverage **multimedia tools** to convey information, including short videos or webinars explaining the pathway

E. Communication about your pathway

New Narratives

The work carried out during APTE, highlights the importance of creating **inclusive narratives** to ensure broader participation and engagement, spanning different ages, abilities, and cultural origins. There is a pressing need to **address the diversity** of potential participants.

Recognizing that a one-size-fits-all approach is ineffective, our findings emphasize the necessity of tailoring communication strategies to **appeal to individuals from various backgrounds.** A pivotal aspect of overcoming this challenge is the creation of narratives that resonate with a diverse audience.

Recommendations

For this purpose we recommend the following:
- **Inclusive language and imagery:** using inclusive language, incorporating imagery that reflects diversity, ensuring that potential participants can see themselves represented in the pathway
- **Diverse representation:** Feature testimonials from participants representing different age groups, people with different abilities, races, and countries.

E. **Communication about your pathway**

WHAT CHANNEL?	LinkedIn	On-site event	Get in touch with operational partners (who support job-seekers)	Publish on specific platforms (related to impact jobs, trainings)
HOW?	Post with testimonial and picture	Flyer Presentation leaflet	Presentation support E-mail	Post with testimonial and picture
WHEN?	Start **1.5 months before** the beginning of the pathway (communicating earlier is not very beneficial: people are less able to project themselves > those who are positioning themselves may have other imperatives in the meantime).			

E. Communication about your pathway : examples of call for participants

Hungary

France

Spain

E. **Communication about your pathway : examples of call for participants**

Belgium

STARTING AND RUNNING THE PATHWAY

A. Overview of the pathway

B. How to accompany the participants?

C. Collective Workshops
- Concept
- Environmental awareness
- Personal development
- Professional project

D. Mentoring
- Concept & roles in mentoring
- Process
- Relationship

E. Pro Bono
- Concept & benefits
- Process
- Impact assessment
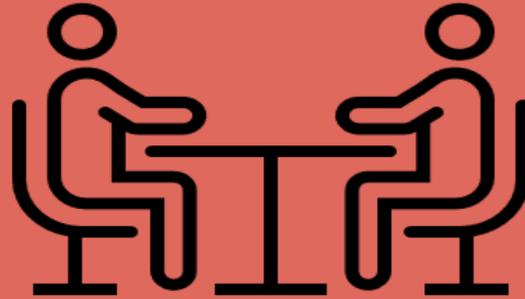
A. Overview of the pathway

The APTE pathway was set up in **various countries**. Each organization was free to build its path the way she wants to ensure that it was as adapted as possible to local needs and realities.

Consequently, although it was essential to **gather the 3 blocks** (collective workshops, mentoring and pro bono), **some aspects differ** from country to country:
- Format (online or face-to-face)
- The duration of the pathway (from 3 days to 2 months)
- Workshop duration (from 2 hours to 1 day)
- How the workshops are structured (themed workshops or a mix of mentoring and environmental awareness)
- How to mobilize outside speakers.

The aim of this sub-section is to give you an **overview of the range of possibilities**. The following slides illustrate the different paths.

Each **circle corresponds to a workshop** and the **associated color identifies the different blocks.**

🟢 Collective workshops

🔴 Mentoring

🟡 Pro Bono

For more information on the advantages and disadvantages of different formats: read the section "Learnings throughout the pathways."

A. Overview of Belgium pathway

Day 4
- Life Cycle Game & exchanges
- Company visits : recyclerie de St Gilles & Beerstorming
- Expand my professional network

Day 5
- Entrepreneurship and SMART
- Meet a new member of the network

Day 9
- Eat
- Ikigaï
- Evaluation of the pathway

Day 3
- Climate fresk & exchanges
- Link with Ikigaï, discover youth projects

Day 6
- Elevator pitch + CDM
- Work on your CV

Day 2
- Ikigaï
- From Ikigaï to my career plan

Day 1
- Explanation of the APTE project
- Get to know you pairM

Starting a 8-10 weeks pathway

Day 7
- Description of the pro bono
- Presentation of the mission
- Work on your cover letter

Day 8
- Appointment in the grocery store
- Survey in other grocery stores
- Report
- Work on my image

A. Overview of Spanish pathway

3

Green Economy : Circular Economy Company SQRUPS

4

Pro Bono and debrief of skills

Personal development :
- Personal Brand
- How do I want that people perceive me
- How to visualise pro bono in my CV

Closing: Wrap up of the pathway and feedback

2

Green economy : Life Cycle Game

5

6

Personal development : The four steps to make your mindset your drive, not your brake"

- Presentation of APTE and the pathway
- IKIGAI
- My career plan
- Action plan for employment
- SSE, Pro Bono and soft skills

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Starting a 1 or 2 weeks pathway

pro bono lab   POUR LA SOLIDARI   Groupe One   ÖNKENTES KÖZPONT ALAPÍTVÁNY   *work for social*   Trabaja para el cambio social   Co-funded by the Erasmus+ Programme of the European Union

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STARTING AND RUNNING THE PATHWAY

A. Overview of Hungarian pathway

Starting a 2 days pathway

FIRST DAY

Introduction - Admin., Introducing ÖKA, Diverzitás Foundation and APTE, agenda

Icebreaking

Introduction of the participants

1 **1** Soft skills and commitment
Forming pairs

Lunch

2 **2** IKIGAI
Pair mentoring (2 pairs)

Closing

SECOND DAY

Introduction, Administration, agenda

3 **3** Climate Fresk
Pair mentoring

4 **4** Civil sphere, NPOs and pro bono
Pair mentoring

Lunch

5 Preparing pro bono : individual dates and schedule, hosting NPOs

Closing Joint and individual evaluation

6 **THIRD PART**
pair mentoring individually

7 **FOURTH PART**
pro bono
1 partner organization

The duration of this part depends on the engagement of the participant and on the NPO but generally it takes 2 weeks more

STARTING AND RUNNING THE PATHWAY

A. Overview of French pathway

Inform yourself : learn more about the circular economy
- Practical workshop "life cycle game"
- Visit an NPO

Reveal yourself : I identify my skills

3

Find yourself : IKIGAI experience

2

5

Ask yourself : I understand environmental issues
- 2 tonnes workshop

6

Get inspired : I meet impact actors
- Testimonials

7

Get informed : discovering entrepreneurship
- Testimonials

Find out : Introduction to CSR
- Presentation of a company's CSR policy

Direct yourself : I'm taking stock
- Evaluation of the pathway

10

8

9

Pro Bono: I'm accompanying a NPO

4

1

Meet up : i discover APTE project
- Presentation of the SSE sector
- Testimonies of reconversion

Starting a 8-10 weeks pathway

B. How to accompany the participants : using facilitation

What is a facilitator?

A facilitator is someone who works to **help a group ask itself the right questions**, so that it can **come up with its own answers**. Whereas an expert intervenes by disseminating his or her knowledge of the problem, the facilitator acts differently, accompanying the working group in their reflections and providing **methodology and tools** based on collective intelligence. Facilitation is above all a question of **posture.**

What are the main roles of a facilitator?

- **Setting the framework and maintaining momentum**: the facilitator ensures that the session runs smoothly. He or she sets the rules for collective functioning, and supervises participants' interactions and emotions.
- **Guiding the team towards the expected result:** the facilitator encourages, relaunches, stimulates the group, circulates the word and keeps the focus on the objective to be achieved. He or she must also identify any sticking points and suggest ways of moving the team forward. His presence consists in reinforcing what is said and trying to highlight what is not said, so that everyone has the opportunity to express themselves.

⚠️ **Preparation accounts for at least 70% of a successful** workshop: choice of methods, logic of the guiding thread according to the expected results... The facilitator knows that preparing and being prepared is the key!

👉 **In a nutshell**

A good facilitator **creates a climate conducive to the emergence of collective intelligence** and collaboration through his or her posture and facilitation techniques. He knows how to adapt to his group, even if it means adjusting his program.

The mission of **collective intelligence** is to **pool the knowledge**, thinking skills and competencies of a group in order to solve problems or **achieve shared objectives.**

C. Collective Workshops : Concept

During our collective workshops, we primarily focus on **awareness and knowledge development activities**. We raise awareness about **climate issues and solidarity economy.** Additionally, we organize activities directly **related to job searching**, public speaking, how to pitch oneself in a job interview, or present a professional project.

Moreover, we allocate time for participants to **explore and understand their own preferences**, helping them identify professional projects that align with their interests.

The overarching objective of these collective workshops is to foster a **collaborative environment** where individuals can draw **inspiration from each other's experiences** and **provide mutual support** throughout the job search phase.

By combining educational elements with practical skills development and self-discovery, we aim to empower participants to navigate the professional landscape with **confidence and purpose.**

Find out about the specific workshops organized for this purpose on the following pages.

C. Collective Workshops : Environmental awareness

As explained by the IPCC and illustrated by increasingly frequent extreme weather events, integrating **ecological issues** into our daily lives, and particularly into our economy, is a **vital priority**. Raising awareness of these issues is not only an opportunity to redirect the workforce, but also to create new **job opportunities**. This objective is best carried out in a group, so as to share emotions and build on the shared desire to react and take action.

Climate fresk

The objective of this workshop is to **understand the causal links that exist between human activities and climate change**. The climate fresk was created by Cédric Ringenbach, a French engineer, with the aim of popularizing the IPCC report.

Further information : Climate Fresk – All the cards are in your hands!

2tonnes

The objective is to engage in a collective dynamic of solution-finding, and together to **identify concrete courses of action** that can be activated. It enables participants to draw up their personal carbon footprint and improve their knowledge of climate issues.

Further information : 2tonnes, the immersive workshop to take action together for the climate!

Life Cycle Game

Through a comparative analysis of the life cycle of a pair of jeans and the life cycle of life, this workshop **reveals the limits of our economic model and introduces us to the principles of the circular economy**, inspired by nature : zero waste, eco-design, functionality, systemic, cascade thinking, renewable energies, recycling and local.

Further information : CONTACT - Groupe One

C. **Collective Workshops : Personal development**

Ikigai

Ikigai is a Japanese concept that literally translates as **"reason for being"**. It's described as the **meeting point** between what you love to do, what you're good at, what the world needs and what you're paid to do.
According to this theory, finding your Ikigai is the key to living a fulfilling and meaningful life. It is often visualized as a **diagram with four overlapping circles** to represent these four aspects of life.

Further information : Ikigai: the Japanese answer to a life of purpose - Ikigai Living (ikigai-living.com)

C. Collective Workshops : Professional project

Discover of entrepreneurship

The workshop aims to offer a **comprehensive and practical insight** into the world of entrepreneurship, equipping participants to better understand the **challenges and opportunities** that come with starting and managing a business.
Throughout the workshop, participants will **engage with two different NPO** to gain a broad perspective on the subject. These interactions will allow participants to uncover the economic and social challenges associated with entrepreneurship. Additionally, informative sessions will cover topics such as a brief overview of VAT, providing participants with a practical introduction to the financial and tax aspects of entrepreneurship.

Skills test

This workshop enable the participants to create a **skills profile** and explore careers that align with it. Through a skills test, the participants will have the opportunity to not only identify and articulate their skills but also discover a **diverse range of professions that resonate with their capabilities.** By the end of the workshop, attendees will have a clearer understanding of how their **skills can translate into meaningful and rewarding professional** opportunities.

Further information : Transférence software

C. Collective Workshops : Professional project

Company visit

The objective of company visits is to introduce participants to **new types of jobs and NPO** in the social and solidarity economy.

Those visits provide an unique opportunity to **closely explore the internal workings** of those organizations, understand their missions and values, and immerse oneself in the positive impact they generate within the community.

By facilitating a hands-on experience, participants can **better grasp the specific challenges** related to the social and solidarity economy, thereby promoting **increased awareness** and a deeper understanding of sustainable economy.

Pitch

The objective of a pitch is to **respond concisely and convincingly** to the question "introduce yourself," typically within a short timeframe.

The primary goal is to **capture the audience's interest** and persuade them of the significance, relevance, or value of what is being presented.

D. Mentoring : Concept & roles in mentoring

Mentoring refers to **a supportive interpersonal relationship** of help, exchange and learning, in which an experienced person, the **mentor**, offers his or her knowledge and acquired experience with the aim of fostering the development of another person, the **mentee**, who has knowledge to acquire, skills to develop and goals to achieve.

The uniqueness of mentoring in APTE lies in the fact that the two people involved in the relationship are both mentor **AND** mentee, supporting each other.

In implementing this method, we wanted to highlight the idea that each person in particular, job seekers, can be a **resource for someone else**, regardless of their employability situation.

There are **three key actors** in mentoring:
- the **mentor**
- the **mentee**   **the mentoring pair**
- the mentoring **coordinator**

Mentee

Mentor

Mentoring coordinator
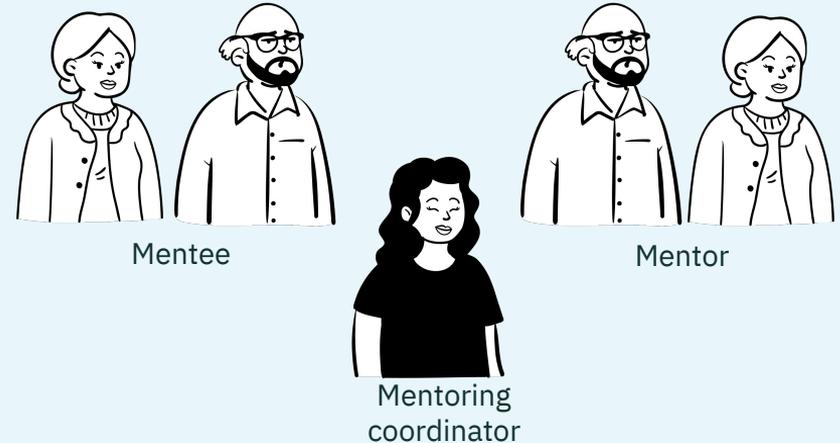
D. Mentoring : Roles in mentoring
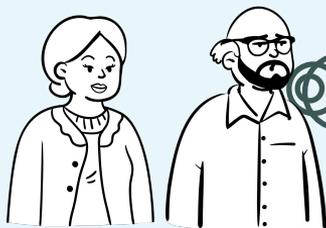
The **mentor** :

*I'm someone with a certain (professional) **experience** to offer. My experience, my expertise, my vision of the world of work, I want to **share with someone** else, who may be able to benefit from it in building their own career path.*

The **mentee** :
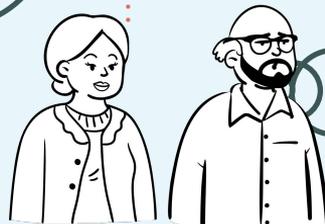
*I'm trying to define my career plan, and I'd like it to be in line with my life plan. Find a job that matches my values. Why not start my own business? Sometimes I don't know where to start... In any case, what's certain is that I **need someone who can listen to me and guide me.***

Source : Louvain Learning Lab (2020)

D. Mentoring : Roles in mentoring

The **mentoring coordinator** :

> *I'm the person **responsible for implementing** a mentoring program and ensuring that it runs smoothly.*
>
> *Mentoring can't be improvised!*
> ***Structure makes things easier**. I implement the different phases of the program. I'm also the **guarantor of each of the mentoring relationships.***
>
> *My role is to be a **facilitator.***

Source : Louvain Learning Lab (2020)

D. Mentoring : Roles in mentoring

Mentor	Mentee	Coordinator
• **Volunteer**, has more experience or knowledge	• Someone who benefits from mentoring guidance	• **Experienced** mentor and organization
• Willing to **support, guide** and constructively **influence** the mentee	• Motivated to develop **personal and professional skills**	• **Ensure** that the goals of the mentoring are being met
• **Organizes, conducts** and **evaluates** the mentoring sessions	• Young person from a **disadvantaged background**	• Responsible for the **recruitment, matching, and implementation**
• Their characteristics might or might not be similar to the mentee's	• Willingness to **receive guidance**	• **Management and supervision** of the program
• Be **role models**	• Be **consistent** and **open**	• **Reference point** for mentors and mentees

Source : SportyMentor (2024)

D. Mentoring : Process

| Defining and clarifying objectives | → | Recruiting and screening | → | Matching | → | Follow-up | → | Evaluation |

Defining and clarifying objectives

There are as many types of mentoring programs as objectives to achieve, so it is important to **identify and clearly communicate** what the contribution of your mentoring program will be for those who will benefit from it.

*There are a **variety of mentoring programs** : towards employment, entrepreneurship, school drop-out programs, settling in a host country, support for addiction problems,...*

D. Mentoring : Process

| Defining and clarifying objectives | → | **Recruiting and screening** | → | Matching | → | Follow-up | → | Evaluation |
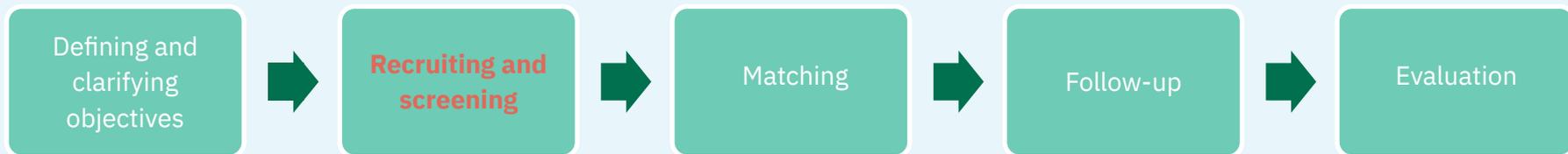
Recruiting and screening

Organise **group or individual session to present the full pathway**. The goal is to clarify it and its requirements / raising the voluntary commitment of the individual necessary for the success of the pathway.

Afterwards, carry out an **individual selection** process, interviewing each person interested in the pathway (mentor and mentee) 1 by 1, in order to verify the understanding of the pathway/ to check compliance with the selection criteria / to determine the needs and expectations of each person.

D. Mentoring : Process

Recruiting and screening - Tools

As a coordinator, prepare a **presentation card** for each person you meet, in which you will write down the **information gathered during your interview** and which will enable you to identify as precisely as possible the reason why the person wishes to take part in your program.

You can also prepare a **form** that the candidate will fill out during your meeting to **assess their soft skills**. The same document can also be filled out at the time of closure to assess the progress made.

D. Mentoring : Process

Defining and clarifying objectives	→	Recruiting and screening	→	**Matching**	→	Follow-up	→	Evaluation

Matching

Pairing of mentors and mentees based on matching **criteria identified** during the recruiting and screening phase (personality, professional interest / background, needs, strength and weaknesses, languages, resources to share, lifestyles, hobbies ...). This is **one of the most challenging moment** in the process.

💡 Use the tools you and the candidates filled out during the recruitment and selection phase as a support for this decision

D. Mentoring : Process

Matching - Tool:

In the event of a successful match between mentor and mentee, it is important to **formalize the beginning of the relationship** by having both parties complete a **commitment document** signed by both parties in order to have in writing the **expectations** of the mentee towards their mentor and vice versa.

D. Mentoring : Process

| Defining and clarifying objectives | → | Recruiting and screening | → | Matching | → | Follow-up | → | Evaluation |

Follow-up

Once the match has been made, the mentoring relationship will begin and build. A **time frame** is often suggested (two meetings a month during 6 months, for example). The **mentoring coordinator** is the one who **guarantees this process**.
Their **role** is usually is to offer :
- **Support for the mentor and mentee**, to help them with their guidance
- Support for the mentor and/or mentee in the event of a disagreement with each other
- **Ongoing training at the request** of mentor and/or mentee, to provide them with a space for personal development

D. Mentoring : Process

Follow-up - Tools

The purpose of those meetings is to **measure the progress** of the pair and to assess whether any blockages can be addressed.

It should not be strictly followed, but is intended to be a **source of inspiration**. Here are some examples of essential information to be collected during the interview.

FOLLOW-UP MEETINGS

DATE	TYPE OF CONTACT (mail, phone, text, messages...)	REPORTING INDIVIDUAL MEETINGS

INFORMATIONS TYPE	QUESTIONS SUGGESTED
Admin	How are you doin ?
Admin	Has the commitment document been signed?
Admin	Has the data protection document been handed over?
Admin	
Personnality	Do you have enough time to do this mentoring?
Personnality	Are you satisfied with the matching?
Personnality	
Mentoring/Engagement	Does your pair co-operate optimally in the mentoring relationship?
Mentoring/Engagement	Can you reach him/her easily?
Mentoring/Engagement	Do you meet more than twice a month?
Mentoring/Engagement	Have you identified any other problems (apart from professional projects) that require intervention?
Mentoring/Engagement	
Mentoring/Actions	You started mentoring since ..., do you feel that it is on the right track?
Mentoring/Actions	Did you manage to determine together the general objective to be achieved?
Mentoring/Actions	Do you have a clear idea of the obstacles and/or barriers your partner is facing?
Mentoring/Actions	Do you feel that you are making progress in the actions and/or objectives set?
Mentoring/Actions	Are you stuck in your progress?
Mentoring/Actions	have you scheduled your next meeting?

D. **Mentoring : Process**

| Defining and clarifying objectives | → | Recruiting and screening | → | Matching | → | Follow-up | → | **Evaluation** |

Evaluation

The evaluation of a program is always **based on the objectives that were set.**

While there naturally remains an **intangible dimension** (unconscious benefits or long-term spin-offs), several elements of a program can be evaluated :

- The relevance
- The way it operates (for example, the quality of the support provided, the training offered to mentors, etc.).
- The effects and repercussions of the program on the faculty
- Efficiency
- Mentor and mentee satisfaction

D. Mentoring : Process

Evaluation - Tools

The coordinator, mentor, and mentee should **create a closing moment** (for example, a group activity or self-reflection activity) in order to
- Measure the outcomes and conclusion of the mentoring process
- Build an analysis of the overall results of the implemented program
- Identify areas for improvement for future mentoring processes

FINAL MEETING CANVAS

The closing interview is an important moment in the mentoring process : it represents the conclusion and separation phase. Its purpose is to formalize the end of the mentoring relationship, to verbalize the closure of the relationship and to allow both parties to disengage. Without this step, one or both parties feel a sense of dissatisfaction and incompleteness. Another important aspect of this step is to help the peerMs become aware of their evolution.

1) Evaluate the progress made
- Reread together the expectations in the commitment document: have the expectations of each party been reached ?
- If the initial objectives have not been reached, each party is asked to give their point of view on the issue and to debrief on the obstacles encountered.
- -Exchange on the contribution of mentoring: each member of the pair gives his opinion on the evolution of the other person (both professional and personal) and can provide advice for the future.
- Objective: each member helps the other one to be aware of his/her progress, to say his/her points of evolution and his points of vigilance. It reinforces the self-esteem during this closing interview.

2) End the mentoring relationship
- The pair decide whether or not they want to stay in touch, and in what form.

D. Mentoring : Relationship

PHASE 1: Building a relationship

It is important for the the pair:

- To **understand each other's needs**, in order to set realistic and appropriate goals
- To **set the right picture regarding each member of the pair's needs** and to choose strategies that consider them
- To **understand the existing competencies** of each member of the pair, by promoting their self-assessment
- To **understand their context and perspectives** and to support them in defining goals

GET TO KNOW	STEP INTO THE RELATIONSHIP	DIAGNOSIS
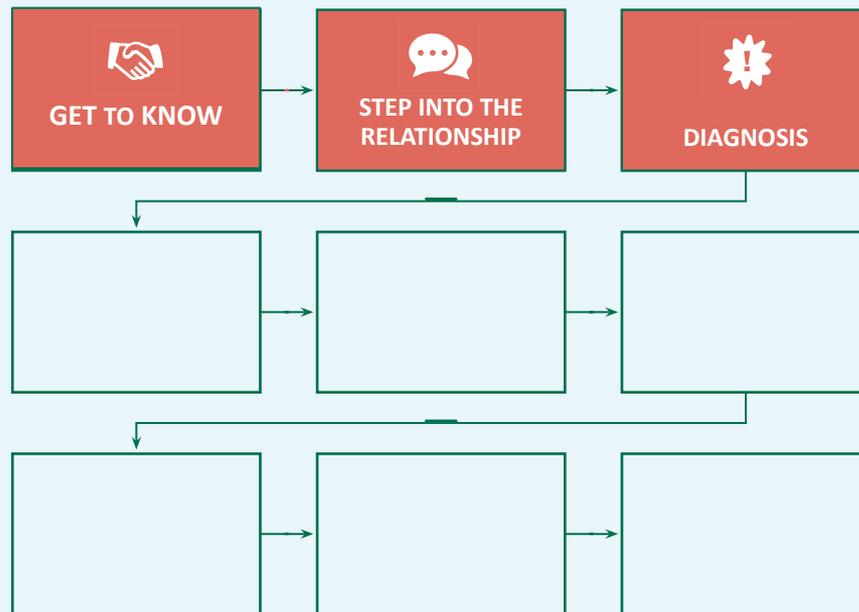
Source : SportyMentor (2024)

D. Mentoring : Relationship

Building a relationship - Tool

The   Clichés   Method

Clichés is a tool that allows you to work with the people you accompany by relying on **moments in their lives where they were able to act**.

It means identifying with them and for them how they managed to pass steps, made decisions that allowed them to **get out of a situation that seemed impossible for them to overcome.**

Clichés makes it possible to **highlight their capabilities** thanks to a unique and inspiring story for them and for others, to discover that each of us has in him or her of possibilities.

Further information : https://clicheseu.wixsite.com

Now you invite the participant to reflect on a personality, a person in his or her entourage and on himself or herself as an inspiring person. For each sequence you actively listen and take notes.
⏱ 15'

1) Find a personality that inspires you
⏱ 5'

After reflection, the participant give examples explaining why and how these people are inspiring to him or her. They can find 1 to 3 people.

Who is inspiring ? Why they inspire me ?

2) then a remarkable person in your life
⏱ 5'

The participant is now invited to look for inspiring models in his or her entourage or in any case a person unknown to the general public.
It could be a person whose background is known and who at some point has been inspiring. It can be a friend, a neighbour, a family member...

What decision have you made in your lives that could inspire others ? How can I be a role model ?

3) and finally yourself and your inspiring actions
⏱ 5'

The participan is invited to look for what in him/her, could be inspiring for others. The important thing is to slowly return to the personal life of the person and thus allow him to realize that he/she can also be a role model for the people around them. The last exercise promotes self-confidence.

Example : the moment I overcame my shyness and flirted with a boy I liked. The moment I chose to pursue studies that I wanted The moment I came out

It's the time you grab some of the polaroid you've printed !
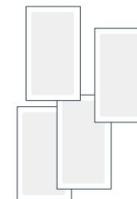
IMPOSSIBLE   AWARENESS, CLICK, DENY, REJECT...   I'M_POSSIBLE

Source : *Clichés* by Change of view (2020)

D. Mentoring : Relationship

PHASE 2 : Development

It is important for the the pair:

- To use different strategies to **promote each other's self-awareness**
- To **create an action plan** (personal to each member of the pair) to clarify the necessary activities to achieve their goals
- To show that they are **interested and available** to support each other
- To adopt **positive approaches** and attitudes to establish a safe environment
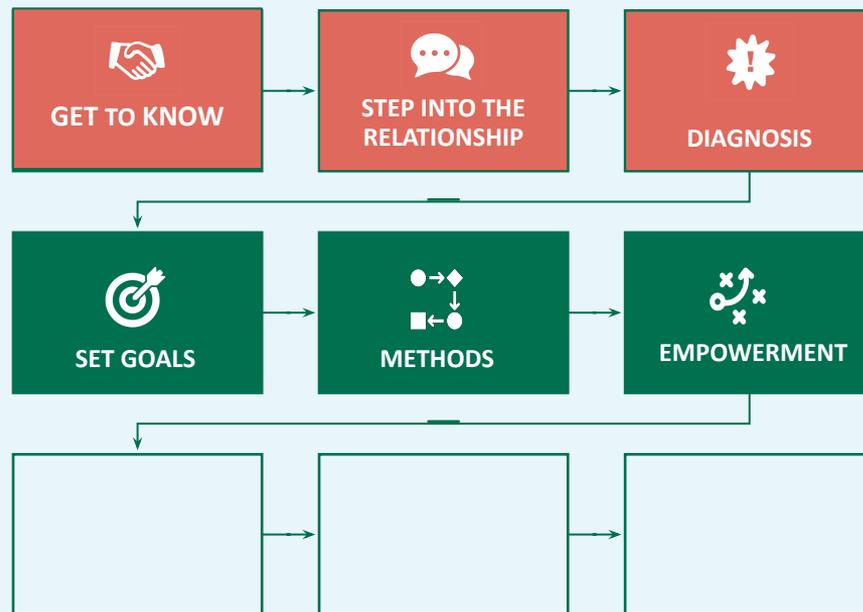
Source : SportyMentor (2024)

D. Mentoring : Relationship

Development - Tool

SMART   **Goals**

To define broader objectives (beyond mentoring) and establish their action plan, mentors and mentees can use the **SMART** method (Specific – Measurable – Achievable – Relevant – Time-bound).
This mnemonic method helps **set criteria for each stage** of project implementation and increases the likelihood of success!

Further information :
https://www.mindtools.com/a4wo118/smart-goals

Source : *Canva*

D. Mentoring : Relationship

PHASE 3 : Closure

It is important for the pair:
- To provide opportunities to **reflect**
- To give both members a moment to **provide feedback** on their relationship and the program
- To take an **overview of the progress** of each member
- To have adequate ways of **gathering each other feedback**

Check "Evaluation" and "Follow-up" tools in the section D.3 Mentoring process

GET TO KNOW	STEP INTO THE RELATIONSHIP	DIAGNOSIS
SET GOALS	METHODS	EMPOWERMENT
SUPERVISION	EVALUATION	CLOSURE

Source : SportyMentor (2024)

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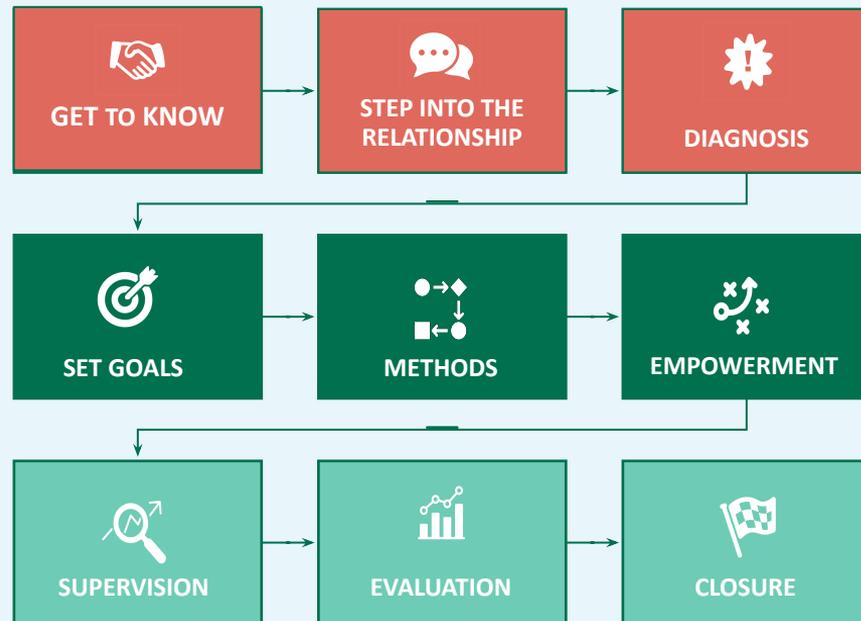
E. Pro Bono : Concept

Pro bono, derived from the Latin "pro bono publico," meaning "for the public good," refers to the provision of professional services voluntarily and without payment to **support organizations or individuals in need.**

Pro bono is a highly beneficial **volunteering act** in which professionals **provide valuable skills and talents** for socially beneficial undertakings (sharing skills is what differentiates this commitment from traditional volunteering).

Obviously, all volunteering requires some kind of knowledge and skills but with pro bono, the added value is really maximised and it usually does not require physical effort but intellectual interactions.

Pro bono is provided most of the time by **corporate professionals** with a high degree of knowledge and expertise that they use on a daily basis at work.

These professionals usually spend many years studying and getting the right practice so they can perform at work efficiently and effectively.

Most of the time, **NPOs** have great skills in the specific field they provide care or services, but for **support services** (financial/business/marketing) a different **skills are often required** and due to the **limited resources,** these NPOs cannot always source that know-how at market prices.

Pro bono is not the only **method to achieve this** but is certainly one of the most effective ways to provide skills and know-how for NPOs that work more efficiently. As a result, they **better serve all stakeholders.**

In the context of employability programs, pro bono activities encompass leveraging one's professional expertise to contribute to the community, thereby creating a symbiotic relationship between **skill enhancement and social impact**. The well prepared skill transfer is the essence of any pro bono project.

E. Pro Bono : Benefits for unemployment people

Skill enhancement

- Pro Bono engagements provide participants with opportunities to apply and sharpen their existing skills in **real-world scenarios**
- Exposure to diverse projects and challenges fosters **adaptability** and a **broader skill** set, enhancing employability

Expanded networks

- Engaging in pro bono work connects participants with a **diverse network of professionals,** potential mentors, and like-minded individuals
- Networking opportunities create a **supportive community**, offering insights and guidance throughout the employability journey

Demonstrating commitment

- Volunteering time and skills for a cause demonstrates a commitment to social impact, a quality **increasingly valued by employers**
- The commitment to pro bono work showcases a proactive approach to continuous learning and professional development

Practical experience

- Pro bono projects provide hands-on, practical experience, **bridging the gap between theoretical knowledge and real-world application**
- This practical experience can be a **valuable asset** on resumes and in job interviews

E. Pro Bono : Process

| Identify a NPO | → | Diagnosis of the NPO needs' | → | Participant's briefing | → | pro bono consultancy | → | Valorization of participants skills |

Identify a NPO

Before embarking on a pro bono journey within the context of employability programs, it is crucial to strategically identify a NPO and thoroughly understand its unique needs.

When selecting a beneficiary NPO for an employment pathway, the organization responsible for the coordination can use the the most common models. There are **three "main" possible selection procedures:**

- **Contest:** Conduct an open call for NPO beneficiaries standing out certain criteria.
- **In-person contact:** The NPO is chosen from a database created by the institution that promotes the pathway.
- **Contact mediated by a third party (pro bono intermediary):** Work with an organisation whose sole purpose is to mediate and promote this type of pro bono projects.

STARTING AND RUNNING THE PATHWAY

E. Pro Bono : Process

| Identify a NPO | → | Diagnosis of the NPO needs' | → | Participant's briefing | → | pro bono consultancy | → | Valorization of participants skills |

Identify a NPO

Don't forget to **check the following criterias** when choosing a NPO for a pro bono consultancy:
- Choose a NPO i**n line with the topics addressed** on the pathway (employability, environmental...)
- Check the **organisational stability** of the NPO: Verify that at least 2 full-time equivalents are involved in the smooth running of the NPO. If there is only 1 full-time equivalent is difficult to carry out the consultancy due to lack of time to prioritise this accompaniment
- Check the **financial stability** : Verify that the financial situation wouldn't jeopardise the NPO and/or the sustainability of its projects
- Check that one **activity is already launched**: Verify that the NPO has at least one concrete activity launched and tested it in the field. It is not advisable to accompany a NPO in the development, consolidation or scaling up phase

E. Pro Bono : Process

| Identify a NPO | → | **Diagnosis of the NPO's needs** | → | Participant's briefing | → | pro bono consultancy | → | Valorization of participants skills |

Diagnosis of the NPO's needs

Once the NPO beneficiary has been selected, the diagnosis stage is **essential to understand the NPO,** what it does, what its needs are and to prioritize them as well as to frame a relevant pro bono project.

The diagnosis consists in **studying the 360° functioning of the beneficiary NPO** at the strategic and operational level on each of its functions (its social project, its human resources, its business model, its stakeholders, communication, impact assessment) and its environment.

This step will allow you to **identify the NPO's strengths, weaknesses, opportunities and threats.** Thanks to this overview, you will be able to **prioritize its needs and determine the pro bono project** for which it will be accompanied (taking into account the feasibility of meeting the chosen need according to the length of the pro bono collaboration).
This step will also allow you to choose a pro bono project based on the skills your pathway participants have.

E. Pro Bono : Process

Once the need has been identified and the consultancy brief completed, it is easier to recruit volunteers by knowing what the project will focus on. You will then be able to ensure that some of them are **capable of responding to this problem**. It will also **reassure them t**o know what they will do.

The second thing you need to know is that the **identification and prioritisation of needs is essential** for a successful pro bono project. The NPO may request a particular need but nothing says that it's the most relevant. Indeed, **some needs are intertwined** (for example, the difficulty in raising funds may result from unclear communication, a project that is not well thought out and relevant enough or an offer that does not attract interest, etc.). To find the need that should be addressed first, you need to make sure that you identify the whole before making a choice. You must also **take into account the format** that you will be able to put in place: some needs require long-term support.

Finally, the diagnosis is also a means of introducing the different people who will participate in the project. It is an opportunity to check that there is a chemistry within the group, that the exchange with the NPO is fluid.

Common needs for a NPO

Evolving in the same sector, if you organise pro bono projects regularly, you will find that similar needs emerge between them. The most frequent needs are:

- **Communication, Marketing and Fundraising:** Defining a communication strategy; graphic charter; the website of the NPO
- **Financial Model:** Establish the costs and revenues of an offer and define the prospects for the desired developments in 3 or 5 years;
- **Development Strategy:** develop a new service to diversify sources of income; establish a strategy to reach new target groups; etc.
- **Human Resources:** Establish a recruitment strategy to recruit a person; define a process for recruiting and retaining volunteers.

E. Pro Bono : Process

After the diagnosis, the coordinator of the pro bono consultancy has to identify and frame a pro bono consultancy in order to **define the   work plan** of the pro bono consultancy.

In order to **analyze the needs and prioritize,** take into account the:
- The "degree of urgency" for the durability of the NPO
- From the most strategic to the most operational,
- From the most vital to the most innovative and experimental,
- The skills that you are able to mobilize during the pathway
- The duration of your collaboration

Once that your need is clear and prioritized, you need to **reflected in a briefing sheet** including the following elements:
- The title of the pro bono consultancy
- The context
- The objectives
- The expected skills: important to mention hard skills and soft skills
- The deliverables to be produced
- The work plan

Go to the next slide to find out an example of a briefing sheet.

DIVERSIFY INCOME APPROACHING THE PRIVATE SECTOR

CONTEXT:

The NPO has strong local roots in its neighbourhood, which has enabled it to mobilize public stakeholders in the area. A large part of their income comes from subsidies which makes their economic model fragile. The NPO wishes to diversify its financial resources by approaching companies / foundations as a priority, as well as by pursuing fundraising events with the general public. On the other hand, the NPOis reviewing its activities, it will therefore be necessary to give them a feedback on their new positioning before guiding them on how to prospect private actors (pitch, communication elements, channels, supports, etc.).

COLLABORATION'S GOALS:

- Review the NPO's new positioning
- Promote the development of a more sustainable economic model by diversifying partnerships
- Define an effective prospecting and fundraising strategy
- Provide advice on the enhancement and sustainability of partnerships

DELIVERABLES:

- SWOT of the new positioning
- Characterization and prioritization of targets
- Definition of the communication tools to promote the project
- Advice on sustaining partnerships
- Action plan

SKILLS:

- Commercial strategy
- Communication / Marketing
- Creativity
- Information analysis
- Adaptability
- Kindness

WORK PLAN:

1st session:

- Presentation of the NPO and questions / answers
- Presentation of the progress of the new positioning and feedback from participants
- Reminder of the issues surrounding the development of private partnerships and clarification of the needs of the NPO
- Characterization and prioritization of targets from whom to raise funds

2nd session:

- Definition of key messages by target
- Characterization of the prospecting strategy by target (tools, channels, etc.)
- Advice on the facilitation and sustainability of the network of partners (optional if enough time)
- Action plan

E. Pro Bono : Process

| Identify a NPO | → | Diagnosis of the NPO's needs | → | **Participant's briefing** | → | pro bono consultancy | → | Valorization of participants skills |

Participant's briefing

Before any pro bono consultancy, it is essential to **brief the participants.** This can be a 30 minutes-briefing, explaining the **context, objective of the collaboration, the work plan and the needed skills.**
It can also be complemented by a visit to the NPO, in order to find out more about its activities and its team before the pro bono consultancy.
For the brief, you can use the briefing sheet that appears in the previous slide.
The briefing **is fundamental before any collaboration** and a stage that cannot be skipped, especially if the volunteers are doing a pro bono consultancy for the first time. The briefing allows us to **reassure them about the skills** they will need to put in place and other questions about the NPO.

E. Pro Bono : Process

| Identify a NPO | → | Diagnosis of the NPO's needs | → | Participant's briefing | → | Pro Bono consultancy | → | Valorization of participants skills |

Pro Bono consultancy

During the pro bono consultancy, there are **three roles:**

- **The facilitator(s):** guarantor of the deliverable and the goals of the collaboration are fulfilled
- **Volunteers:** they are responsible for giving the ideas and the quality of the deliverables the volunteers are responsible for its quality
- **NPO representatives:** answer the volunteers' questions; keep an open-mind to their recommendations while also sharing with them their constraints

E. Pro Bono : Process

What's the role of facilitation in a pro bono consultancy?

Facilitation is an important element since it is necessary to **obtain constructive exchange**s for a successful pro bono project. Volunteers must have a pleasant time in order to make them want to repeat the experience, but it is also necessary to meet the needs of the NPO being supported.

The Facilitator is the person(s) who will **steer the actual project meeting** (the day when the whole team comes together to respond to the NPO's needs). Responsible people are needed to facilitate exchanges between the volunteers but also to frame them so that they do not go off topic.

The facilitation is prepared before the pro bono event. The facilitator(s) can be one a **person who has organised the project**. It can also be a **small team of people.**

However, care must be taken to ensure that the facilitator(s) has a **minimum level of expertise** in order to best support the NPO.

A work plan can change on the day of the pro bono meeting depending on the topics discussed.

Before the meeting, the facilitator(s) must prepare logistics: book a room, the meal, etc. He/she/they also can **prepare a template** with different exercises to do with the participants. The facilitator(s) is/are in charge of the success of the event. He/she/they have to **meet the identified need** in the consultancy brief.

To prepare a template, the facilitator(s) will have to take over the collaboration brief and, depending on the objectives set and the work plan, will propose different exercises for collective or small group breakout sessions. If the facilitator(s) and the person who created the diagnosis are not the same, a briefing should be arranged between them so that there is no breakdown in communication between the participants.

E. Pro Bono : How to facilitate a consultancy ?

In a one-day consultancy, we recommend the following **steps** :
- An **ice-breaking** session
- **Presentation of the NPO** by the NPO, its issues & Q&A (not too much time);
- Exercises and **workshops** facilitated by the facilitator

The facilitator's main responsibilities include:
- **Proposing a methodology** to deal with the identified issue and planning breaks
- **Facilitating exchanges** so that everyone reaches the same level of understanding
- **Energising the day** & encouraging movement
- Ensuring that the recommandations **match the needs / realities of the NPO's ambit**
- Ensuring that the **initial objectives are met,** and that the volunteers produce the **most qualitative and complete deliverable** possible.

The facilitator(s) need(s) to pay attention to:
- Encourage all volunteers to express themselves **(distribute the floor):** the aim is to create a framework for constructive criticism;
- **Reframe exchanges** if they become irrelevant;
- Ensure the **regular formalisation of deliverables** (ideally digitally);
- **Timing:** If time is short, the facilitator(s) can/must adapt his/her/they work plan, change the format of a workshop (e.g., plenary rather than sub-group).

E. Pro Bono : Process for animation support

There are **many resources,** particularly on the internet, such as <u>here</u>.

To build your support you have to **take over the consultancy brief** with the objectives you have set:
- *What is the need of the supported NPO?*
- *What does it need?*
- *What did you agree that you would produce for it?*

To achieve the objectives, ask yourself :
- what steps need to be taken?
- What do you need to think about?

You will then have to think of small **successive exercises to build step-by-step the deliverables** and meet the objectives.

For example, for a communication pro bono project you will need:
- To create an exercise to define the targets and their issues
- An exercise to review existing communication materials and provide critical feedback;
- An exercise to write key messages by target
- And an exercise to create new materials or review existing online materials.

You need to think at the same time about the facilitation for each exercise and **vary the animation methods** so that it is dynamic.

Alternate between times all together and times in small groups if possible.

Once your support and activities are ready, it is best to **send it to the NPO** to explain what will be done during the meeting and get feedback. This will allow you to be sure that it suits them and avoid potential disappointment.

E. Pro Bono : Process

After the pro bono consultancy

The deliverable is rarely finalised at the end of the pro bono meeting(s). It is the facilitator's role to **organise the ideas** that have been generated throughout the meeting(s) and to **clarify the deliverable** so that it is concise, understandable and easily understood for example, by someone who has not participated in the project.

We advise to forward this deliverable (maximum **a week after the end of the pro bono consultancy**) to the NPO and to the volunteers in a thank-you email. This email is also an opportunity to send a satisfaction questionnaire to all participants.

"I feel much more capable of finding a job after this experience. It was an interesting journey filled with valuable meetings, presentations, and useful tools. The experience also broadened my ideas and horizons. I'm extremely happy that I embarked on this journey, primarily for the fantastic atmosphere it provided and also for the discoveries of new places and processes. I truly learned a lot." (Belgium)

E. Pro Bono : Process

Identify a NPO		Diagnosis of the NPO's needs		Participant's briefing		Pro bono consultancy		Valorization of participants skills
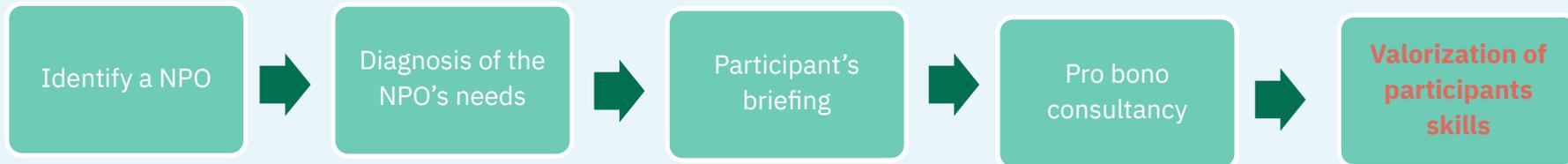
Valorization of participants skills

Taking into account the "Valorisation of skills" conducted before the pro bono consultancy, another workshop should be carried out within the pathway to **debrief the skills that have been developed during the pro bono consultancy.**

Pair Mentors and participants can discuss about their skills and how they felt during the pro bono consultancy. They can also reflect on what this experience has taught them in terms of their career plan and future social engagement.

Finally, it is relevant to reflect on how participants can share this experience in the framework of their job seeking efforts (CV, interviews, etc.).

E. Pro Bono : Impact Assessment

Social impact assessment refers to a **process of understanding, measuring or valuing** the effects generated after having intervened in a social aspect.

There is a difference between evaluating the project and measuring its impact.
• **Evaluating** is having information about what was done and being able to report on what was produced, which is usually feasible in the short term.
• **Assessing** the impact of the project is having information about what it has done for your stakeholders, what it has changed for them, usually takes more time and can be done in the short/medium and/or long term.

We recommend to evaluate the impact of participants and of the NPO **after the pro bono consultancy**. In addition to that, we recommend assessing the impact of the pro bono consultancy on the NPO **after 6 months.**

Indicators to be measured after the pro bono consultancy

There are five types of impact that can then be broken down into different indicators:
• **Satisfaction of participants**: On the preparation and on the facilitation of the pro bono consultancy (training, documents,...)
• **Stimulate and develop commitment through skills sharing / pro bono:** Willingness of participants to continue doing pro bono work.
• **Decompartmentalization / Building bridges:** Networking, sensibilisation, social engagement,...
• **Development of the NPO :** Addressing the needs of the NPO, NPO expectations,...
• **Development of skills:** Ability to analyse and synthesize, creativity, listening and caring, sense of initiative, sense of organization

LEARNINGS THROUGHOUT THE PATHWAYS

A. Overview of the pathway
B. Testimonies of each country about:

- Target audience
- Collective workshops
- Mentoring
- Pro bono
- Recap advices

A. Overview of the pathway

The following pages revisit the **testimony** of project managers who implemented the APTE pathway in the **four countries** of the consortium. They will share their insights regarding **various aspects** related to the implementation of the pathway, such as :

- selection of the target audience,
- duration
- collective workshops
- mentoring
- pro bono

BELGIUM
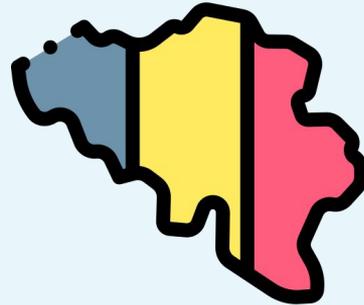
Target audience

APTE was designed to target **job seekers with few or no qualifications,** focusing on specific age categories (**18-25 years old and over 45 years old**).

However, during the recruitment of the first cohort, we observed that the project, as designed and communicated, tended to **attract individuals with a certain level of education** (at least a bachelor's or master's degree), as well as adults **transitioning to new careers** with a pre-existing sensitivity to SSE.

From this initial experience, we concluded that the criteria initially set in the call did not reflect the reality on the ground. Therefore, we decided to offer and propose this pathway to anyone interested and willing to commit to all the activities provided by APTE (collective workshops, mentoring and pro bono).

In the end, we supported **24 individuals** in Belgium, ranging from **23 to 71 years old**, with diverse and **varied levels of education** (from no high school diploma to double master's degrees), all driven by the desire to **break out of the isolation** of their job search by sharing their skills and interests for SSE with a group.

Target audience

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
● Use **criteria** such as : ○ Interest for the activities of the pathway" ○ Curiosity ○ Availability for all the duration of the pathway	● Use **criteria** such as : ○ Age limit ○ Level of education ○(Un)employment status : some unemployed are less available than employed people interested by the project	● Enroll more candidates that you actually need because there is always some **drop out** ● Stand out in your communication to **show the uniqueness or value** of your pathway

B. Collective workshops

The job search period often proves to be uncomfortable, involving much more than simply a lack of income. It is a time when one must mobilize their own resources to maintain a lifestyle, set goals, find motivation, all while remaining active and vigilant in the face of professional opportunities. The temptation to withdraw is therefore very strong. To avoid discouragement, one key is to **not remain isolated.** This is what we aimed to provide with the collective workshops.

They serve as the **backbone of the pathway**, from which various activities can unfold.
In this regard, the **first workshop holds key importance.** From the group perspective, it marks the participants' initial encounter, making it crucial to foster cohesion and team spirit on this day. Building trust is equally essential, not only among the participants but also with the coordination team.
From a professional standpoint, this workshop serves to represent the pathway and clarify the expectations and

needs of everyone.

In Belgium, participants have appreciated the **8 to 10-weeks** duration of the pathway. The arrangement of at least **two activities in the first week** (such as workshops and mentoring) allows participants to quickly become more comfortable with each other. Furthermore, the **alternation between personal development workshops, company visits, and more playful sessions** lends a dynamic aspect to the pathway, which has been widely praised by participants. In most cases, participants also valued having **a full day of activities** (including workshops and mentoring), providing them with opportunities for informal exchanges among themselves.

Finally, it's crucial to always bear in mind that these are individuals seeking employment. Therefore, it's important that the proposed **activities enable them to move closer to that goal.** Even though we aim to raise awareness about various societal and environmental issues, it's essential for them to see how their professional aspirations can resonate with these concerns.

B. Collective workshops

✔️ DO's	✖️ DON'T	⚠️ KEEP IN MIND
• **First workshop** : crucial for the group dynamic • **Organise close in time workshops** for the first two weeks • Define **clear objectives** for the workshops • **8 to 10 weeks** pathway : one day activity/week • **Diversify** the types of activities	• Underestimate the importance of the job search	• First workshop : incorporate **playful and convivial moments,** including meals • You are working with jobseekers : **clear connections with jobsearch** during the different workshops are important • Be **attentive to your target audience** to tailor workshops according to their needs

C. Mentoring

Despite Pour La Solidarité's expertise in mentoring, establishing pair mentoring among job seekers proved **challenging.**

Individual difficulties in seeing themselves as a resource for others, challenges in coordinating schedules within a short timeframe, and the inherent incompatibility of certain pairs due to limited options hindered the development of pair mentoring as originally envisioned.

Consequently, during the third cohort, it was decided to **schedule mentoring sessions in advance**, similar to workshops agenda.

While pairs were still formed, mentoring sessions took place in a group format with a **combination of one-on-one exchanges and group discussions** facilitated by a project coordinator.

This format **reduces frustration** for pairs in case of incompatibility while providing even **more support and resources** for participants.

From a coordination perspective, it also allows for **direct oversight** of the work done by pairs and enables a quicker identification of pairs facing human or material difficulties (requiring additional resources).

C. Mentoring

✔ DO's	✖ DON'T	⚠ KEEP IN MIND
• Identify very early on (during recruitment for instance) **skills** each jobseekers : (1) can help other people on (2) want to improve • Insert **fixed mentoring meetings** in the pathway schedule • Organise **group and one-to-one mentoring**	• **Forced** working in pairs for people with incompatibility	• Possibility of **flexible mentoring** pairs based on the subject of the meetings

D. Pro Bono

Pro bono has been a **success** in each of the cohorts. Its tangible nature, involving the identification of skills to develop, pre-consultancy meetings, and on-site interactions, resonated well with our diverse participants.

To ensure participants make the most of this experience, dedicating **sufficient time beforehand to prepare for the activity** is crucial. Therefore, opting for an organization available to engage directly with our audience becomes necessary.
Clear definition of tasks and expected objectives before and after the consultancy is vital. In this regard, **communicating a model for reporting results** can help ensure the desired outcomes are achieved.

Lastly**, direct feedback or exchange** with the organizations for which the collaboration was conducted is essential to bring closure to the experience.

D. Pro Bono

✔️ DO's	✖️ DON'T	⚠️ KEEP IN MIND
• **Split** the pro bono experience in different phases : ○ identification of skills ○ pre-consultancy meetings ○ engagement mission • Communicating a **model for reporting results** to ensure the desired outcomes	• **Finished** the consultancy **without have a time of feedback** with the organization • Accompany an organization with only **one person** to avoid availability issues	• Dedicating sufficient time beforehand to **prepare** for the collaboration is crucial • Clear definition of **tasks and expected objectives** before and after the consultancy is vital

Recap advices in

Target audience

• Motivated and curious people

• Available to take part in all the activities

Duration and format

• 8 to 10 weeks
In person activities

Collective workshops

About   :
• Personal development
• Company visits
• Playful games to raise awareness of societal issues
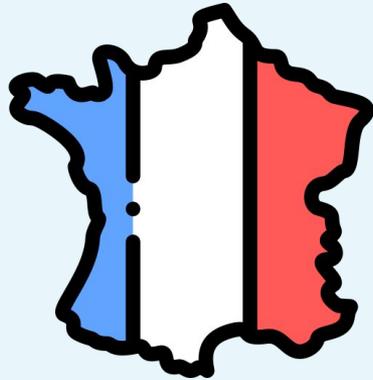• Entrepreneurship discovery

Mentoring

• Mix of group meetings and one to one sessions

• Half/day sessions

• Every week or every other week

Pro bono

Three sessions :
• 1 session for preparation
• 1 session for consultancy
• 1 session for restitution

FRANCE

A. Target audience

The people who took part in the pathway **were not our initial targets.** Indeed, particularly young people who are far from employment are more preoccupied with finding a job than taking the time to think about the impact we want to have through it. As a result, we have decided to make this pathway available to **anyone interested in the SSE sector.**

As the aim of it is to raise awareness and help people discover the SSE sector, we need to be **careful about the profile** of those interested. Indeed, in some cases, some of the participants already had a good knowledge of the sector. As a result, although the pathway didn't necessarily provide them with any additional theoretical knowledge, they greatly appreciated the benefits in terms of exchanges and networking, which were just as valuable.

Whatever the profile of the people involved, the pathway will have an impact. The important thing to remember is to know what the participants need to be able to **clearly present the pathway's contribution to their situation.**

About it, it's vital to communicate **precise content, highlighting the added value of the pathway** and each of the workshops, and what they can bring to a job-seeking period. This not only optimizes the number of people interested, but also improves the rate of engagement throughout the pathway.

A. Target audience

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• **Adapt to the profile** of the participants: if they have a greater degree of knowledge: rework the content of the pathway/ share more resources so that they can go further in their reflections. • **Clearly define the objectives** of the program and ensure that it meets the needs of the participants.	• Realize the **same pathway regardless of participant profile** *(for example, if participants already have knowledge about environmental issues, carry out the 2tonnes workshop will enable them to go further in the possible actions to be taken)*	• Stand out in your **communication** to show the value of your program • **Typical profile:** 35-year-old woman, well educated, with a relatively good financial situation and willing/able to take the time to think about the next step in her professional life

B. Collective workshops

The workshops are the **main feature** of the pathway..

We have chosen to offer them with a certain **regularity** (day and fixed 3-hour slot) at the beginning of the week (twice per week between Monday and Thursday), and this has been appreciated by the participants. This not only creates a certain **dynamic and cohesion** within the group, but also provides a framework, **momentum and energy** for the rest of the week, thanks to the exchanges and encounters that take place.

To enable participants to project themselves onto the pathway and make it their own, it's essential to offer **themed workshops**. However, **don't try to fill the 3-hour workshops with content, as this won't be beneficial.** In fact, participants told us that some workshops were too dense, and that they had missed out on time to discuss the topics covered, which would have been just as interesting.

In addition, to ensure that participants benefit fully from the workshops, don't hesitate to **approach organizations or actors** when the topics covered are not your area of expertise. This will also enable them to go further in the associated discussions and exchanges.

In any case, keep in mind that the **first workshop holds key importance.** From a human perspective, it marks the participants' initial encounter, making it crucial to foster cohesion and team spirit on this day. Building trust is equally essential, not only among the participants but also with the coordination team. With this in mind, we decided to end the first workshop with a shared meal.

Last but not least, the participants really appreciated the **ice-breaker** we offered them at the start of each workshop: it helps to take the temperature and get to know everyone's state of mind and how to react.

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B. Collective workshops

✔ DO's	✖ DON'T	⚠ KEEP IN MIND
● Propose **themed workshops** and precise **objectives** for each one ● Allow time for participants to **express their views** on the issues addressed ● **Approach organizations** or actors when the topics covered are not your area of expertise	● Share a **lot of information** in each workshop, thinking it will make them more interested ● Start the workshop straight away without taking the time to find out how the group is feeling ● **Facilitate a workshop you don't feel comfortable with**! Find someone that can do it or suggest an alternative	● **8 / 10 weeks** - 3h per workshop once or twice per week : provides a framework for re-energizing your job search ● **First workshop** : crucial for the group dynamic ● You are working with jobseekers : **clear connections and reminders with jobsearch** during the different workshops are important

C. Mentoring

Throughout the pathway, we encountered **difficulties in linking the mentoring sessions** with the rest of the workshops.

We chose to **integrate them after the workshops** so that, depending on the subjects covered, we could also benefit from the **viewpoint of the whole group.**

As a result, although the time spent in pairs was limited, and some of the participants had difficulty seeing themselves as a resource for the others, the few sessions that took place were a **great success.** In addition, the different pairs we formed in the different promotions worked quite well.

We based the pairings on their personalities, needs, experience and career plans. (For more information on the matching process, see the section on mentoring in this guidebook).

During the third promotion, we had to create a **trinomial** because the number of participants was odd, and this operation has been a **success.**

Not only does this allow us to compensate for the possible absence of one of the group members and/or for incompatibilities, thus limiting frustration, but it also offers greater support and resources to the different members of the trio.

Finally, although we encouraged them to see each other between sessions to make progress on the topics covered, **not many pairs have seen each other between workshops.**

C. Mentoring

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
● Organize **group and one-to-one mentoring**: complementary ● **Interact with each participant** to take the time to get to know them and hear their needs: careful selection of pairs ● Insert **fixed mentoring meetings** in the pathway schedule ● **Groups of three** if someone is missing of the participant's number is odd	● **Don't force** matching, and accept that there may be errors in matching ● Let participants **organize their own mentoring sessions**	● To ensure that the mentoring experience is as beneficial as possible, **don't hesitate to pass on supporting tools**: the logbook enables participants to gather all the information they need and to track their progress throughout the pathway (you could find resources in the annexes)

D. Pro Bono

The pro bono consultancies were a **success**. Not only because the participants really enjoy being in action, but they also regained their self-confidence by realizing the impact they could have for a NPO.

We structured the Pro Bono in **3 stages**:
• a skills **identification phase** (during which we asked them to list all their experiences and highlight what they had gained from each of them).
• a **commitment phase**, (with an initial period of meetings and discussions with the structure being supported, to gain a better understanding of the issues and needs)
• a **skills enhancement phase** to help them transpose and showcase their skills in a sector in which they feel illegitimate.
These different stages of reflection were even more enriching thanks to the fact we suggested them, to **do it in pairs**, to benefit from an outside view of their situation.

However, at the beginning of each pathway, when we presented the Pro Bono, the participants didn't seem to be as optimistic, as for many the **concept was still unfamiliar,** hence the need not only to **prepare the consultancy** they would be offered well, but also to **provide them with the best possible tools** so that they could take full advantage of the experience and its benefits.

In our case, we chose to **support small organizations** to ensure the most direct impact. At the same time, we ensured that there were sufficient human resources to implement the recommendations made.
In addition, when we talked to an organization to identify the mission we could propose to participants, we wanted to find a **theme to which everyone could contribute something,** without it necessarily being their field of expertise (communication, human resources).

Finally, to enable participants to meet more people, we suggested that **other people take part in the engagement days.** Participants appreciated this opportunity to broaden their network.

D. Pro Bono

✔ DO's	✗ DON'T	⚠ KEEP IN MIND
- Split the pro bono experience in **different phases** **Communicating a model for reporting results** to ensure the desired outcomes - Find a **mission theme that appeals to everyone** (communication, human resources, etc.) - Help a NPO whose activities are **linked to environmental issues**	**Start the consultancy without briefing** in advance the participants on the process and expectations - Finished the consultancy **without have a time of feedback** with the organization - Accompany an organization with **only one person** to avoid availability issues	- Dedicating **sufficient time beforehand to prepare** for the mission is crucial and meet the NPO before the pro bono consultancy is very useful **Clear definition of tasks** and expected objectives before and after the consultancy is vital. - Allowing **people from outside the pathway to take part** in the consultancy helps to broaden their network

LEARNINGS

Recap advices in 🇫🇷

Target audience

• Motivated and curious person : good introduction for career changers

• Ideal number : 10-12

• Clearly define the objectives of the pathway and ensure that it meets participants' needs

Duration & format

• 8/10 weeks (3h per workshops)

• In person activities in different locations

• Free pathway : enables as many people as possible to benefit from it

Collective workshops

• Involve partner organizations and people to testimony

• Transmission of ressources between workshops (whatsapp group)

• Let people share their experiences

• Concrete examples

• Alternate time for group and individual exchanges

Mentoring

• Careful selection of mentoring pair

• More sessions in parallel with the workshops

• Supportings tools

• Specific dates in advance

Pro bono

• Detailed preparation

• Appropriate tasks for the participants

• 1 day of consultancy and 2 half day for preparation and valorization

HUNGARY

A. Target Audience

The original concept of the project was to target **low-skilled jobseekers,** and the first pilot pathway was also targeted at this group. The low initial number of applications indicated that the training would not be of interest to this group.

In the **economic and social situation in Hungary**, the under-educated and the lowest paid are struggling to make ends meet, usually through manual work for a daily wage. The amount of the job-search allowance provided by the state is not enough to maintain their livelihood, and the supplement is paid by the state only for 90 days. During these 3 months, jobseekers must find a job.

The workshop topics we offer seemed **not to be relevant to this group**, although they are certainly very much needed. So we ended up extending the target group.

All three pilot pathways also had a **very high proportion of highly qualified applicants** (8/10 (80%), 5/6 (83.3%) and 13/14 (92.8%), 85.3% in total), with multiple degrees and career change as their main goal. Their interest was mainly in the civil sector, and many of them came from the civil sector in the first place, with the aim of learning new approaches and offered workshop topics. In all three pilots, the majority of participants were **middle-aged career changers,** many of them leaving the teaching profession.

We were able to match participants to mentoring based on their work experience, knowledge area and life situation.

A. Target Audience

✔ DO's	✖ DON'T	⚠ KEEP IN MIND
• Communicate the pathway for different target groups with **different access**	• Don't let the insecure **leave the program**, try to keep them in it	• Keep enough time for participants to **introduce themselves and talk about their experiences** and life situation
• Find **partner organizations** and state employment services for involvement		• Have more type of contact **data** to each participant
• Keep **continuously contact** with applicants		• Ideal number of participants is **10-12**
• Try to keep a balance between young people and 45+		• **Career-changers** are in a very different situation than others

B. Collective workshops

Considering the Hungarian circumstances, we had to decide to **radically adapt the length of the pathway** to the Hungarian context.

The process was condensed into a **two-day training, followed by individual pair mentoring sessions and a pro bono consultancy.** In the first promotion all workshops were attended together, then pairs formed at the end of the second day and received led job search mentoring in individual sessions.

This system has been changed based on our experience and feedback from participants. In the 2nd and 3rd promotions, we kept the concept of joint workshops on the first day (project presentation, key competences), but participants were divided into pairs in the afternoon and pair mentoring started in parallel with Ikigai. This methodology was followed throughout the second day. This concept proved to be more effective and enjoyable.

Among the workshops developed, we included the identification and highlighting of key competences, Ikigai, Climate Fresk, Civic engagement and NPOs, and pro bono.

In the third promotion the use of artificial intelligence in job search. Each workshop included a joint **topic discussion, Q&A, and individual exercises.**

Considering the feedback following the second and third promotions, as well as in person, that they would like to participate in further days, we would definitely try to **develop the current system into a 3-4-day training** in the future. There was also a strong demand from participants for a deeper dive into the topics.

Feedback indicated that soft skills training and Ikigai workshops were the most useful, but the civil society and Climate Fresk also received good ratings.

B. Collective workshops

✔ DO's	✕ DON'T	⚠ KEEP IN MIND
• Use **booklet** toolkit for the workshops	• Do not keep frontal training for too long	• Listen to the reactions and **feedback of the participants** and, if necessary, change the program according to their needs
• Divide participants into **smaller groups**	• Not be **obliged to speak** or actively participate	• Environmental workshops has to end with small **act solutions** for the participants
• Consciously build the sequence of workshops		• Always keep **Q&A** for deeper conversations
• Use **Ikigai on the first day** and give homework after Ikigai - it's a lot to think about		• **Sharing experiences** and stories are crucial
• Use **concrete examples**		

C. Mentoring

The organisation of pair mentoring has also **changed continuously** over the three pilot pathways.
We were able to **partner with the Diversity Foundation**, who, in addition to environmental awareness and sustainability, are also specifically involved in supporting jobseekers. They have extensive experience in coaching job seekers in interviewing and CV writing and can also offer job opportunities to applicants. **Two mentors** worked with the pair mentoring participants at **specially arranged times.**
The two days of the first pilot aimed to pair participants based on age, personality and work experience. This methodology worked very well in the pair mentoring sessions, with participants learning a lot from each other's experiences and attitudes to job search.
However, the **time spent** on pair mentoring was **limited**, so in the next pilot we aimed to increase this time.

From the second pilot onwards, the proportion of highly qualified and experienced job seekers increased, but we were still able to match successful pairs based on their experience in different fields, life situations and motivations and attitudes.

In parallel with the joint workshops, mentoring sessions started on the first day, which was very positive for the results achieved. We also increased the number of separate sessions following the two-day training.
In addition to the guided mentoring, for the third pilot we developed a **self-help coaching tool,** which allowed the pairs to share their experiences independently, in addition to the guided mentoring. We also gave them a **toolkit** with concrete advice, guidance and useful links.

C. Mentoring

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
● Use **supporting tools** ● **Predefined criteria** : age, personality, work experience, life situation, motivation, attitude ● Include: CV, searching methods, interview, motivation letter ● **Led and self-help mentoring** sessions ● **Parallel with workshops**	● Don't finish the mentoring part without a **common closing**	● Every participant's work and searching **experiences** are important and can help someone ● **Prescheduled dates** help keeping the participants in the program

LEARNINGS

D. Pro Bono

The organisation of the pro bono consultancies was the **most difficult** of the three pilot pathways. Not because of the specific operational problems, but because of the **preparation.** The difficulty was that although we knew in advance, from the registration questionnaires, which participants had what kind of working experience, we did not find this enough to be able to let the trainees get close to the organisational problem of an NPO.

A further problem was that Hungarian **NPOs were distrustful or indifferent** to our approach. In any case, the concept of pro bono assistance is not very well known in the country, and Volunteering Hungary is constantly working on its dissemination.

Therefore, we chose to have the first two pilots at our organization and the partner Diversity Foundation, where the participants carried out the pro bono consultancy (event management, sustainability, supporting people with disabilities, fundraising).

This was a good opportunity to observe how the participants behave and to learn a lot about how to **prepare them well and usefully** for such an assistance. We also saw how even the smallest help they can give can have a **positive impact on their attitude, enthusiasm and self-esteem.**

On this basis, we were able to involve 'external' NPOs in the third pilot pathway. We found 5 NPO that were willing to let the pairs into their daily activities, in the following areas: homeless care, running an event at a family transition home, food rescue, developing a methodology for document sorting, helping people with disabilities.

The **feedback was that the consultancies went well,** although there were some locations where the participants were not entirely satisfied. The **success of the consultancy depends to a large extent on the attitude of the host NPO and the adaptability of the participant,** but in general, careful preparation and coaching leads to success, which can be measured in the increase in confidence of jobseekers.

D. Pro Bono

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• Accurate preparation of the consultancy • **Prepare** participants for the specific problems • **Monitor the communication** between NPO and pairs • **Instant feedback** from NPO • **Visit NPO** before consultancy	• Do not have **high expectations** of solving an organizational problem • Don't **fix involvement NPO's concrete problem** before knowing the experiences of participants	• Remind participants of the **impact** they do with the smallest help too • Make sure the pairs have **specific, predefined tasks**

LEARNINGS

Recap advices in

Target audience

- People with very different experiences
- Ideal number : 10-12
- Involve low-skilled people with different communication
- Prepare for career changers

Duration & format

- At least 3 or 4 days
- Involve partner organizations
- Combine workshops and mentoring
- Ikigai on the first day
- As many pair mentoring sessions as possible

Collective workshops

- Group sessions
- Let people share their experiences
- Lot of movement
- Concrete examples
- Soft skills, Ikigai, Climate Fresk, Civil sphere, Pro Bono, using AI

Mentoring

- Careful selection of mentoring pair
- CV, interview rehearsal, search tips
- More sessions in parallel with the workshop
- Specific dates in advance
- Supporting tools

Pro bono

- Detailed preparation
- Appropriate tasks for the participants
- Continuous monitoring
- Instant follow-up
- Joint discussion

SPAIN

LEARNINGS

A. Target audience

The itineraries in Spain of the APTE were called "Senda" ("A Path"). They were initially designed to cater to jobseekers with minimal qualifications under 30 or +45, but taking into account the demand of other target audience and the **lack of interest** from this demographic, we soon realized the need for flexibility to accommodate a **broader range of participants,** paying attention to attract **diversity** (gender, countries,...). Workshop topics offered seemed less relevant to the original target group, necessitating an expansion of the target audience.

In the second edition, we opened the pathway to individuals with formal education, and in the third edition, we removed age restrictions. In this sense, in the first two pathways, the majority of **participants were middle-aged individuals transitioning to new careers,** while in the third pathway, participants were **under 30 years of age, and they just finished their studies in the university.**

All three pathways pathways in Spain also saw a high proportion of **highly qualified applicants.** Their primary interest centered around the civil sector, with a significant number originating from this sector, eager to learn new approaches and engage with the workshop topics.

As the primary goal is to raise awareness and facilitate sector exploration, **careful consideration of participant profiles** is crucial.

Regardless of the profile, the pathway demonstrated impact. The key is **understanding participants' needs to clearly articulate the pathway's contribution to their unique situations.**

A. Target audience

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• Communicate the program paying **attention to attract diversity** • Find **partner organizations** and state employment services to reach your target audience • Keep **continuously contact** with applicants and ask them their availability and commitment • Try to keep a balance between young people and 45+	• **Realize the same pathway** regardless of participant profile: you have to adapt some workshops and emphasise some aspects depending on their needs.	• **Call each participant** before the pathway and understand their needs and expectations • Keep enough time for participants to **introduce themselves** within the group • Follow up **how they feel** throughout the pathway • Ideal number of participants : **7-10**

B. Collective workshops

Taking inspiration from the experiences shared by other countries in the APTE project, we adapted the multi-week training series to suit the Spanish context.

In the **first edition,** all workshops were attended collectively **virtually,** followed by the training of pairs for co-mentoring sessions and pro bono activities.

Based on feedback and participant experiences, the system evolved in subsequent editions. In the **2nd edition was a hybrid one :** we conducted most of the workshops in person, but we kept two of them virtually, while in the **3rd edition, we conducted all workshops in person.** This final approach proved **more effective and enjoyable.**

Workshops in Spain covered key competencies on employment, social and green economy, such us Ikigai, Climate Fresk (only in the 1st edition), Circular Economy, Civic Engagement and Pro Bono definition or the development of Personal Brand.

Each workshop included **joint topic discussions, Q&A, and exercises in pairs or individually.**

Participant feedback emphasized a **desire for deeper dives into topics.**

All workshops were started with an an **ice-breaker question** that helped to take the temperature and get to know everyone's state of mind and how to react.

Each workshop had a **length of one our and a half** and it was combined with other pathways activities (pro bono and mentoring).

The third pathway duration, spanning to **one week was more appreciated** in Spain, than longer pathways of first and second editions.

B. Collective workshops

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• **In person** workshops are more engaging • **Adapt** the workshops to your participants and their needs • Make workshops as much **participative** as possible • Check after each session if participants consider **relevant the content** of the workshops	• Conduct all workshops virtually • **Do not focus on the theory**, but on the practice and continuous checking on participants interest	• **Different needs depending of the target group**: Young people need more focus on employability training, while people that are changing their careers they need more training on green and social economy. • When **inviting an external person** to conduct a workshop, explain before the needs of participants to adapt the content.

C. Mentoring

In Spain, the organization of mentoring **evolved continuously** across the three editions, adapting to the unique needs and dynamics of the participants. Efforts were made to **link mentoring sessions seamlessly with the overall workshop structure.**

By integrating mentoring after the workshops, participants could benefit from the **broader group's perspectives** based on the topics covered. Despite **limited time** in pairs, the few sessions that took place were **considered successful,** especially in the third edition.

Pairings were meticulously based on personalities, needs, experience, and career plans.

Despite encouragement for pairs to meet **between sessions,** the frequency of such **interactions was limited.** Individual difficulties in perceiving themselves as resources for others, scheduling challenges, and inherent incompatibilities posed obstacles to the envisioned development of pair mentoring.

However, most participants consider this part as a **key element of the pathway** where they could learn from each other and to see themselves as a support person.

C. Mentoring

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• **Book time in between workshops** to let participants do mentoring for employment • **Match** participants according to their needs and backgrounds	• Don't put much pressure on participants to do the **mentoring sessions on their own.**	• Mentoring has to be a satisfactory experience, not an imposition. • It has a **double effect:** empowerment and guidance for employment

D. Pro Bono

The challenge lays in the **initial preparation**, as the **information gathered** from registration questionnaires, detailing participants' working experience, proved **insufficient** for allowing trainees to effectively address the organizational problems of an NPO.
However, participants executed pro bono consultancy related to communication, marketing and fundraising, which was very valuable for the beneficiary NPOs.

The pro bono component was structured into **three stages:**
•Firstly, "**Skills Identification**" (participants listed the skills they wanted to learn through pro bono experience)
•secondly, "**Commitment Phase**" (the pro bono consultancy in teams);
•finally, "**Skills Enhancement**" (a debrief session on what they learnt through the pro bono consultancy).

In the third edition, participants could do the **second and third stages** of the pro bono component of the pathway together **with corporate volunteers** of an external company. This external vision was really **enriching** for participants, taking into account their age (under 30).

Initially, participants were not optimistic, as the concept of **pro bono was unfamiliar**. Thorough **preparation and providing effective tools were crucial** for participants to fully benefit from the experience.
Supporting **small NPO** ensured direct impact, and selecting workplan allowed everyone to contribute, even outside their field of expertise.
It also facilitated **networking** opportunities for participants.

D. Pro Bono

✔ DO's	✘ DON'T	⚠ KEEP IN MIND
• **In person** better than virtually • If you have to do it virtually, split it into several sessions of maximum two hours • It is really enriching to invite **external participants** to work as volunteers with them during the pro bono consultancy	• Choose a field of **expertise** that participants feel really **insecure.**	• Every participant has skills to provide to a NPO. You just have to **look for what is beneficial for both** directions (job seekers and NPO needs) • This is a **learning experience** for all participants, including the NPO

LEARNINGS

Recap advices in

Target audience

• People with very different experiences

• Ideal number : 7-10

• Try to attract diversity

Duration & format

• One week, only in the mornings or in the afternoons (before 2pm of after)

Collective workshops

• Participative sessions with ice-breaker

• Let people share their ideas

• Soft skills, Ikigai, Circular Economy, Social engagement & Pro Bono, Personal growth

Mentoring

• Including mentoring between workshops in situ

• Encourage participants to share their agendas to meet in between sessions

Pro bono

• In areas such as communications and fundraising

•Train participants before the pro bono consultancy

•Debrief the skills of participants after the acitvity

CONCLUSIONS

CONCLUSIONS

Quick glance of main learnings

• The **three bricks** (collective workshops, mentoring and pro bono) have proved to be a **good combination**, very valuable for the participants but **complex to implement** for the facilitators, who may not have the expertise of the 3 areas.
Relying on other structures with expertise in one of the fields can be very helpful and a good way to create new partnerships.

• **APTE pathway is flexible** and can be adapted to different targets and timeframes (from 2 days to two months).

• **Good external communication** is key to finding the participants as well as relying on other structures that have direct contact with our target.

• The **benefits that the pathway** has on participants are **confirmed:**
  ○ Broaden their fields of interest
  ○ More understanding on environmental and social issues as well as SSE sector
  ○ Feel more secure in their job search
  ○ Identify and help the to highlight the skills they can enhance during their job search

• It would be very interesting to **complement APTE with other programs** to enable direct reintegration into the labour market or trainings for those who wish to do so.

ANNEX / TOOLBOX

ANNEX - TOOLBOX

COLLECTIVE WORKSHOPS

- Climate Fresk: <u>Climate Fresk – All the cards are in your hands!</u>
- Groupe One: workshop "Life Cycle Game and the circular economy" : <u>CONTACT - Groupe One</u>
- Ikigaï: <u>Ikigai: the Japanese answer to a life of purpose - Ikigai Living (ikigai-living.com)</u>
- Skill test: <u>Transférence software</u>
- 2tonnes: <u>2tonnes, the immersive workshop to take action together for the climate!</u>

MENTORING

- Mentoring process & relationship tools : <u>00. Mentoring Tools - Guidebook - APTE 2022-2024 - Google Drive</u>
- The Clichés Method : <u>TELL | Cliches.eu.eng (clicheseu.wixsite.com)</u>

PRO BONO

- Handbook: <u>BEESE Pro Bono Project: Boosting Employability and Empowering Social Engagement in High Education through Pro Bono</u>

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