



European
Action for
Employment in
Recovery

Identifying and Aligning Training Support & Qualifications for Vulnerable Individuals Participating in an Employment Support Project

Good Practice Guide

aPdes
in People we trust



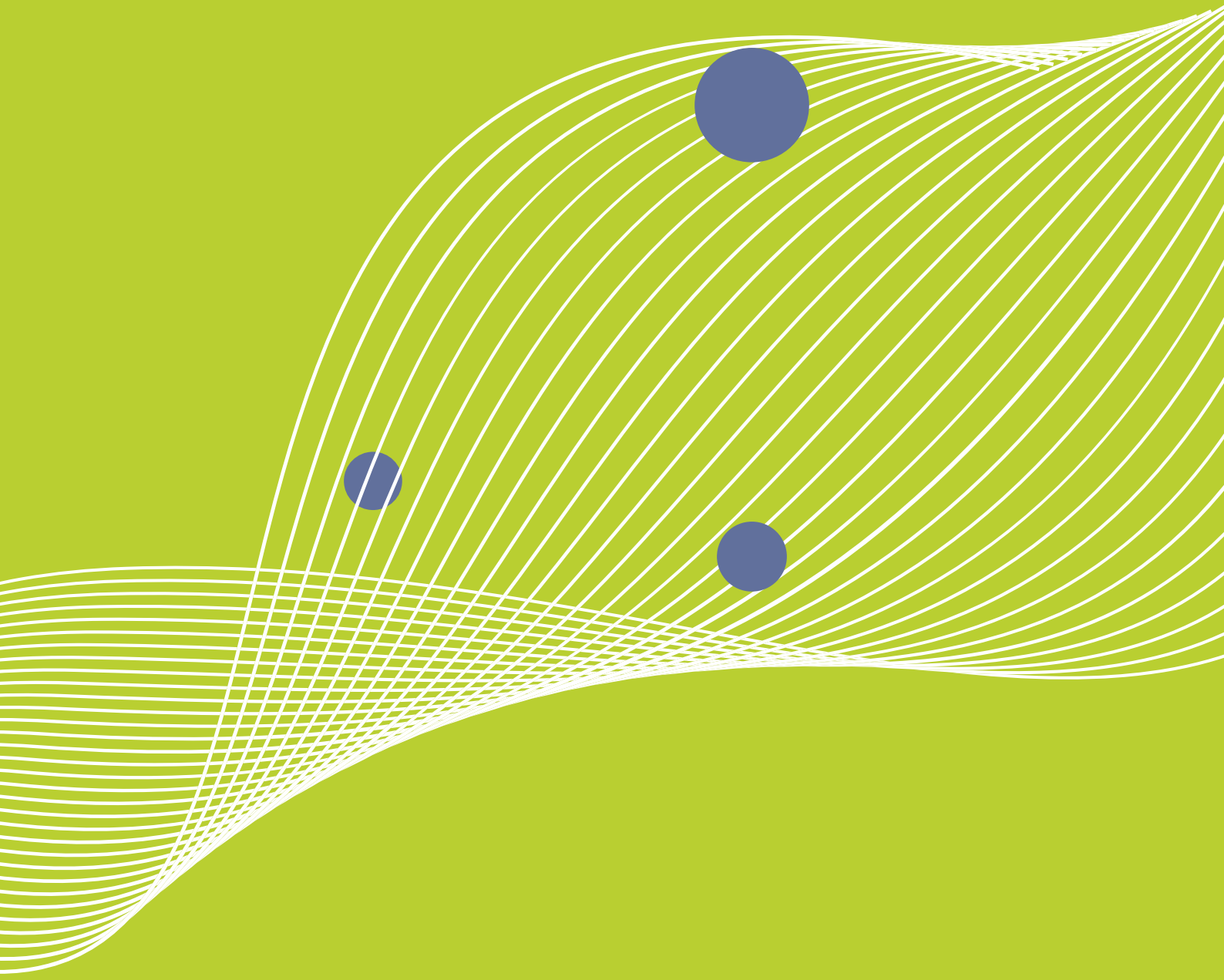
COMUNITÀ LA TENDA
Comunità Sociale Urbana

2 Welfare
Work
Dutch Foundation of Innovation



SDF
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Forum

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European Action for Employment in Recovery



Introduction

European Action for Employment in Recovery (EAER) is a partnership project funded through the ERASMUS+ Programme of the European Union (EU).

The project was supported by a partnership of four organisations involved in developing innovative and effective employability work in their own countries.

The project partners were

- La Tenda (Italy)
- Dutch Foundation of Innovation Welfare 2 Work (Netherlands)
- ADPES (Portugal)
- Scottish Drug Forum (United Kingdom)

The partners wanted to share their experience with each other and with their local and national stakeholders; including people who could be, are or have been engaged in employability programmes. The partners developed or offered links to resources for those who are interested in initiating or further developing employability projects.

You can find out more about the European Action for Employment in Recovery (EAER) and have access to all the employability resources at <https://www.eaerproject.eu/>

It is crucial that the staff who deliver support to people in recovery entering the labour market directly or through employability programme have an awareness and understanding of how issues related to drug and alcohol use can become barriers to engaging in the employability programme itself and in employment.

The employability programme itself should be designed to identify and minimise barriers and should include features which empower people to overcome their barriers to employment. Programme staff should be offered appropriate training and support to ensure they have the knowledge, skills, and experience to appropriately provide support to individuals engaged in an employability programme to overcome barriers to employment.

Ideally, employability services should include specialist workers who can bring together an understanding of recovery and employment. In many areas these are new and developing programmes and services and such specialist workers do not exist or are in short supply and relevant skills are in development. This is the context which this resource has been developed.

Using this Guide

People who have a history of drug and alcohol problems and those who are current problem substance users experience significant social and economic inequalities and are often marginalised within society, particularly in terms of their access to opportunities in education, training and employment.

In some areas, problem substance use is closely connected with poverty and deprivation and so economic activity rates are often low in the same geographic areas where problem substance use is high. A lack of social and geographical mobility means that people with a substance use problem can face significant barriers to employment.

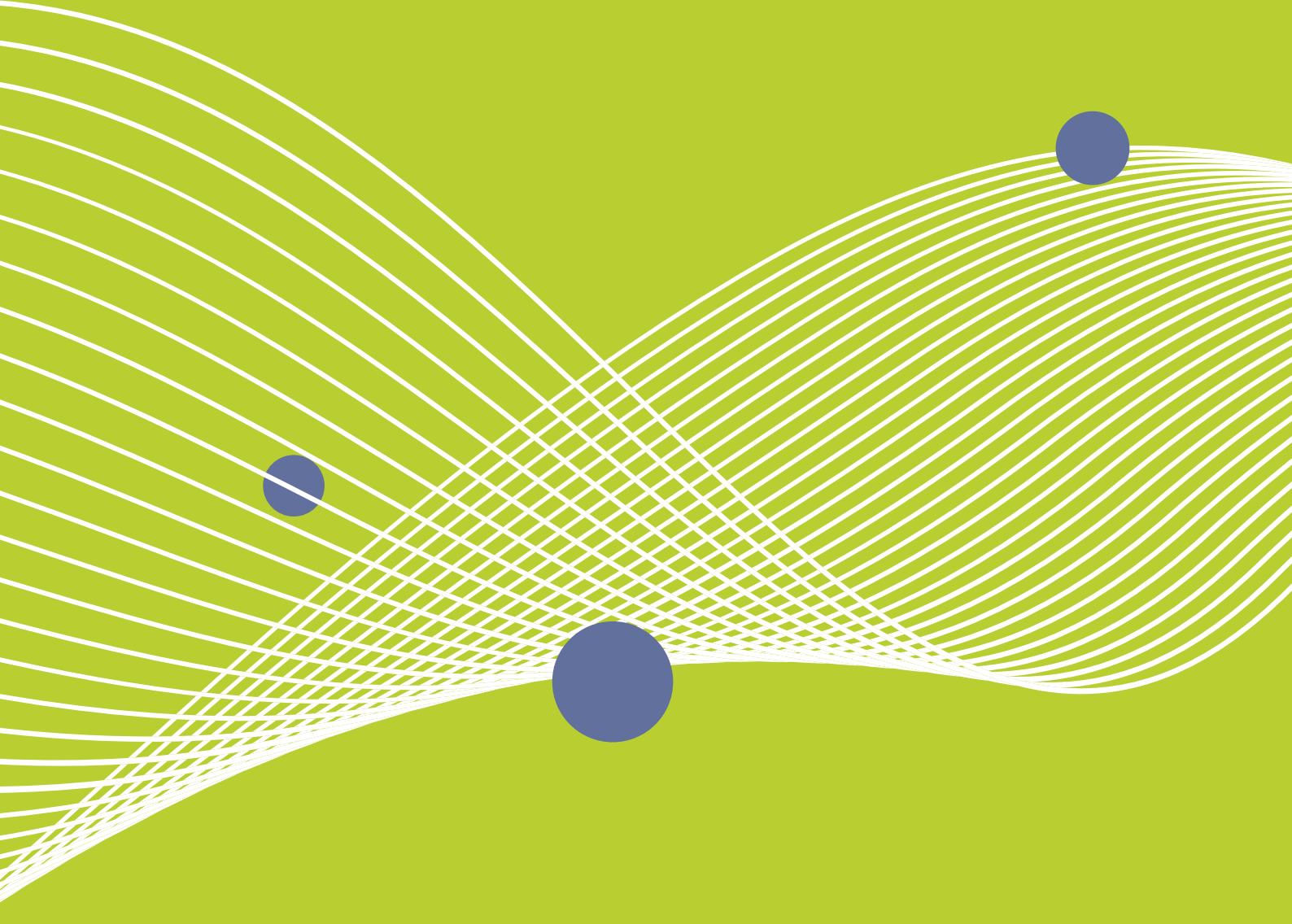
On a personal level, long term drug users may have experienced a cycle of disadvantage, where poor early education and school experiences lead to low participation in post-school education and less work experience and so less vocational training. People's employment prospects are greatly reduced as are other factors including confidence and understanding of the labour market. They can also face significant stigma from employers that drastically reduces their opportunities and ability to contribute.

People in treatment and recovery from problem substance use likewise face significant barriers to training and employment.

This guide has been created to offer a supportive and pragmatic guide to identifying and aligning appropriate training, support and qualifications for vulnerable individuals participating in employment support programmes.

This guide can be read as a standalone document or in conjunction with 'Employability and Recovery in Europe – examples of good practice' which describes some of the issues people face in entering and maintaining a place within the labour market and the supports and resources which can help people achieve this.

Section One



Training

This chapter will give an account of the best practice relating to training, support and qualifications offered in employability programmes. This learning has evolved from partners' experiences as well as discussions with and information from EAER stakeholders.

The most common element in every employability programme examined through EAER was supervision and training. This section will examine the training identified through the EAER project.

Whether generic, tailored to the individual or specialised to a particular occupation each employability programme provided training to those who engaged in it.

It is important to be aware that some people who are in recovery may have had a poor experience of school, or low levels of school attendance or attainment. As a result, they may have poor self-image of themselves as a learner – they may even believe that they cannot engage in formal learning or in gaining qualifications. This is a major barrier to engagement. Therefore, it is important to reassure and support people to believe that they can engage in training as an adult, with the aim of reducing any anxieties around engaging with the programme.

Prior to training taking place, many employability programmes work with each individual to get a sense of their aspirations and a better understanding of their unique training and support needs. Participants' own awareness of their own training and support needs may be underdeveloped and so this process can involve mutual exploration and learning. It is not unusual for participants to believe they have more training and support needs than they actually have and to believe that the maximum they can achieve is far less than they subsequently achieve. Self-limiting beliefs are, therefore, a significant barrier to participation and progress.

Although the majority of training tended to be generic, the employability programmes also arrange, develop or outsource necessary training to meet individual need e.g. literacy and numeracy support. All employability programmes should have the ability to signpost or identify and refer to community resources to support a holistic individualised approach to training, as necessary.

The objectives of the training offered by EAER partners focussed on delivering information and taking part in activities to support an increase in knowledge, skills, confidence and competence to undertake employment or to enhance employability.

The training (described below) can be analysed under three broad categories: generic employability training and role specific training. These are combined with the other key component of employability

Generic Employability Training

The specific topic areas that were identified by EAER partners and stakeholders as important to include in an employability programme are listed below. This is not an exhaustive list however demonstrates the range of training that should be considered.

Topic area	Subject to be covered	Objective(s)
Induction to employability programme	Introduction to organisation	To ensure that each individual is fully aware of the programme content and capacity
	Introduction to the programme content and processes	
	Introduction to employability staff	To ensure that people are confident to engage in the programme that they 'belong' in the programme
	Expectations of trainees	
	What trainees can expect	To ensure that people know where to get support in different scenarios
	Relevant programme policies e.g. expenses, confidentiality etc	
	Relevant programme operational procedures e.g. sickness, absence, timesheets	
How to access support		

Topic area	Subject to be covered	Objective(s)
Employability specific knowledge	<p>Interview skills</p> <p>CV development</p> <p>How to complete application forms</p> <p>Personal statement development</p> <p>Time management</p> <p>Appropriate disclosure of past</p> <p>Job searches</p> <p>Labour market information</p> <p>Presentations from potential employers</p> <p>Behaviour in the workplace:</p> <p>Professional boundaries</p> <p>IT skills – emails, word processing, internet search</p> <p>eLearning etc</p> <p>Appropriate disclosure of past</p>	<p>To ensure that people have the information and skills to be able to search for jobs</p> <p>To ensure that people have the knowledge and skills to be able to apply for jobs</p> <p>To ensure people are equipped with the knowledge on how to be a good employee and retain employment</p>

Topic area	Subject to be covered	Objective(s)
General information	Health and Safety information	To ensure that each individual has the appropriate information to keep themselves safe and well in the workplace.
	Equality and Diversity	
	Financial wellbeing	
	Stress management/ mindfulness	To inform of the organisational responsibilities to staff in work settings
	Self-reflection and goal setting	To promote self-awareness, positive wellbeing and inclusive practice
	Social skills	

An example of an employability programme that offers a range of generic training is INCLUS@ - project of reintegration in Prison Establishment of Garda (EPG).

The INCLUS@ project supports prisoners of EPG who have a history of drug use and their family members. The aim of the programme is to support prisoners to reintegrate with society when liberated using a holistic approach including employability support and mediating and supporting positive family relationships.

The employability training offered as part of INCLUS@ has three stages and covers 20 hours of training in each of the three areas. The three areas are as follows:

- career management*
- job search, training and self-employment strategies*
- presentation, image and communication*

The training aims to support people to apply for jobs as well as improve personal and communication skills

For more information on INCLUS@ please see appendix A

Role Specific Training

This training directly supports people to attain the knowledge and skills to take part in a specific role or in a specialist industry e.g. carpentry, tailoring, support work.

Although many employability programmes focus on the generic employability training, some have a particular industry focus; an example of this is the Addiction Worker Training Project in Scotland.

The Addiction Worker Training Project is a unique initiative which supports, trains and prepares individuals with a history of problematic drug and alcohol use to work in social care.

The project support trainees with the necessary training, experience and an industry specific qualification. This enables them to apply and be good candidates for employment in social care.

For more information on Addiction Worker Training Programme please see appendix B

Direct Work Experience

Direct work experience is an opportunity for experiential learning. The participant takes part in shadowing, volunteering or work placements.

Direct work experience allows people to engage with or 'try out' a number of different roles. It is less threatening than being formally employed, offers the opportunity for people to develop the necessary knowledge and skills, reduces anxieties and can increase confidence and motivation to enter employment. Ultimately it can prepare people for the next step of their employability journey for example moving into employment or reassessing their employment goals.

Direct work experience can be included on participant CVs. There is also the opportunity for work experience 'mentors / supervisors' to be references on future job (or other) applications.

An example of an employability programme that offers direct work experience is Journey 2 Work.

Journey 2 Work supports young people with fewer opportunities, young people with disabilities, and recent Vocational Education Training graduates who are at risk of unemployment to gain work experience by organising a work placement in the Netherlands.

Journey 2 Work supports and guides the participants to develop by gaining knowledge, skills and experience of engaging in a workplace.

Participants are recruited from Scotland to take part in the Dutch programme.

For more information on Journey 2 Work please see appendix C.

Conclusion

It is clear that training is a key element of any employability programme. Every employability programme examined in the EAER project demonstrated at least two of the three training categories detailed above.

Although training is crucial, training alone would not achieve the same level of employability outcomes as demonstrated by the good practice examples. Support is also needed to enable individuals to engage in employability programmes.

The next section will details the types of support that were identified during the EAER project.

Support

The EAER project has identified that support can be delivered in many different forms. This section will describe the various types of support that have been developed to engage a people in an employability project: person-centred support; supervision; peer support; coaching / mentoring and post-project support. These varied types of support are not mutually exclusive for example employability staff should use a person-centred approach when supervising individuals. Individuals will progress from one type of support to another. Different types of support may be offered by the same staff member and so a deepening supportive relationship can develop.

Person-centred Support

Person-centred support is support which places the individual at the centre of all decisions relating to their health and wellbeing. It focuses on the support the individual needs and wants, what is important for them – for example, keeping safe, staying healthy and in the case of employability, ensuring the training and skills development necessary to support an individual to their desired employment. Effective communication is central, as well as, for some, the necessary therapeutic relationship based on active listening, empathy and honesty.

An example of person-centred support is offered by La Tenda.

La Tenda Community – Social Cooperative

This programme places a great deal of importance on the phase of getting to know the person. In all phases of the training and reintegration project, the individual must have a leading role and must make decisions that are useful for achieving their goals and aspirations.

It is the role of employability programme to support them to achieve their potential and to identified areas of improvement. With support the individual is more able to identify their goals and aspirations and with support move towards achieving these

For more information about La Tenda Community – Social Cooperative please see appendix D.

Supervision

Three types of supervision were identified when reviewing the best practice examples from the EAER project: formal, informal and group.

<p>Formal Supervision</p>	<p>A formal meeting where an individual and their supervisor discuss and review the individuals progress, work role, successes, challenges or barriers.</p> <p>This meeting happens regularly (at least one meeting every 6 weeks). There tends to be a set agenda covering items such as: training, wellbeing, attendance etc. Both the supervisor and supervisee should contribute to the agenda and prepare for each session.</p> <p>As a formal meeting a minute is taken of each session in which the supervisor and individual sign as accurate and a true reflection of what was discussed. Both are given a copy of the minutes for each session.</p> <p>Note: it is good practice that a supervision contract is developed between the individual and the supervisee prior to the first supervision session to ensure both parties understand the role of supervision and are aware of their roles and responsibilities.</p> <p><i>Formal supervision is a key form of support in many employability projects for example the Addiction Worker Training Programme's - see appendix B.</i></p>
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<p>Group Supervision</p>	<p>Group supervision is facilitator-led and has a particular development focus. It uses a group setting to allow people to reflect on and improve their work practices and provides support by using the knowledge, skills and experience of the group.</p> <p>Group supervision is a tool for problem solving, work planning and setting priorities.</p> <p>Group supervision allows participants to describe and share similar experiences or issues and to work out issues together, offering peer supports. It also allows participants to understand that some issues they may face are not 'normal' and to begin to address these.</p> <p>Note: group supervision should not be used instead of formal supervision.</p> <p><i>Group supervision is a key form of support in many employability projects for example the Addiction Worker Training Programme's - see appendix B.</i></p>
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<p>Informal Supervision</p>	<p>Informal supervision is an opportunity for a supervisor to give feedback and support the development of an individual by giving ad hoc feedback, allowing a chance for reflection and providing guidance and support as needed.</p> <p>Informal supervision is complimentary to and should not replace or be a substitute for formal supervision.</p>
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Peer Support

Peer support is when people with shared experiences provide support to each other either in a group or one-to-one setting. It is based on the principle that this shared experience creates a safe space where people feel comfortable to share their experiences and receive feedback and support.

Peer support can be facilitated formally in employability projects in the form of group session.

Both Scottish Drugs Forum Addiction Worker Training Project and La Tenda Community – Social Cooperative organise regular peer support groups for those engaged in their projects.

La Tenda Community – Social Cooperative

Peer support groups are a proven methodology that has given very positive results: groups of ten to twelve people in the reintegration programme meet once a month for an hour and a half, to exchange ideas, experiences and suggestions. These meetings are led by mediation operators and conducted by a psychologist, preferably not known by peers, and who has no interest and interference with the individual programmes peers are engaging with.

See appendix D

Peer support is also likely to happen informally as people engaged in the group develop friendships and/ or provide support to people they see as colleagues.

Coaching/mentoring

Coaching and mentoring are effective approaches to support and develop those involved in employability projects. They can enhance skills, knowledge and performance of people engaged in employability support around them meeting their employment aims and objectives.

Coaching is a skilled activity and is usually facilitated by those who are trained to coach others. Whilst on the other hand mentoring tends to involve a more experienced colleague sharing their knowledge, skills and experience to an inexperienced or less experienced colleague.

An example of an employability programme that offers both coaching and mentoring is Scottish Drug Forums Addiction Worker Training Project.

The Addiction Worker Training Project (AWTP) offers people in recovery the opportunity to gain work experience through placement, within the placement the trainees are appointed a mentor within the organisation who will provide support and guidance acting as a point of contact.

This has been hugely successful with the trainee gaining invaluable knowledge of the organisation and the challenges that the mentor faces. The placement and mentor role are a crucial element in the success of the AWTP. An effective mentoring relationship is a learning opportunity for both parties, encouraging sharing and learning between roles.

Post Project Support

For the EAER partners post project support is fundamental in securing and sustaining employment.

Post project support is person centred and delivered on a one-to-one basis.

Scottish Drug Forum's AWTP offers 3-month post project support. This consists of a tailored package of support including CV building, cover letter, targeted job search, interview skills including mock interviews and employer engagement.

La Tenda consider post-employment support to be more important than the job itself. For those who work through Social Cooperative, securing a job is often very realistic possibility. However, the great difficulty is sustaining their employment. Project support and continuation of the support mechanisms mentioned above for the first few months is crucial in determining a successful outcome.

Support conclusion

In conclusion, it is clear that support is an integral part of any employability programme and can be crucial in the integration back into society and in sustaining employment. Again, it further highlights the need to have a holistic person centred approach.

Qualifications

It is not mandatory to support the attainment of qualifications through an employability programme. However, doing so supports the development of knowledge and skills that are attractive to recruiters and are therefore advantageous to an individual when applying for jobs.

Two examples of qualifications are described below: Vocational Qualifications and European Computer Driving Licence.

Vocational Qualifications

Vocational qualifications are work-based qualifications available in a wide range of career areas. People undertake these qualifications by carrying out their normal day jobs. They are available to anyone of any age, including employees who have lots of work experience.

An example from Scotland is the Scottish Vocational Qualifications (SVQ). These qualifications cover a number of different sectors e.g. catering, youth work, customer service, dental nursing, construction.

Over the nine months of the project, AWTP trainees complete an SVQ level 2 in Social Services and Healthcare. This is an entry level qualification for those who wish to gain Social Care employment in Scotland. By submitting evidence and being observed in the workplace, trainees are assessed to confirm they are competent in all aspects of their job.

Vocational qualifications are popular in the Netherlands and are extremely important to the economy. They are designed to enable the learner to acquire knowledge and skills that meet recognised standards necessary to perform a particular job.

Vocational training can have a positive impact on a person's motivation, attitude, self-esteem, and self-confidence. A positive vocational qualification experience may also inspire an individual to consider further or higher education in the future.

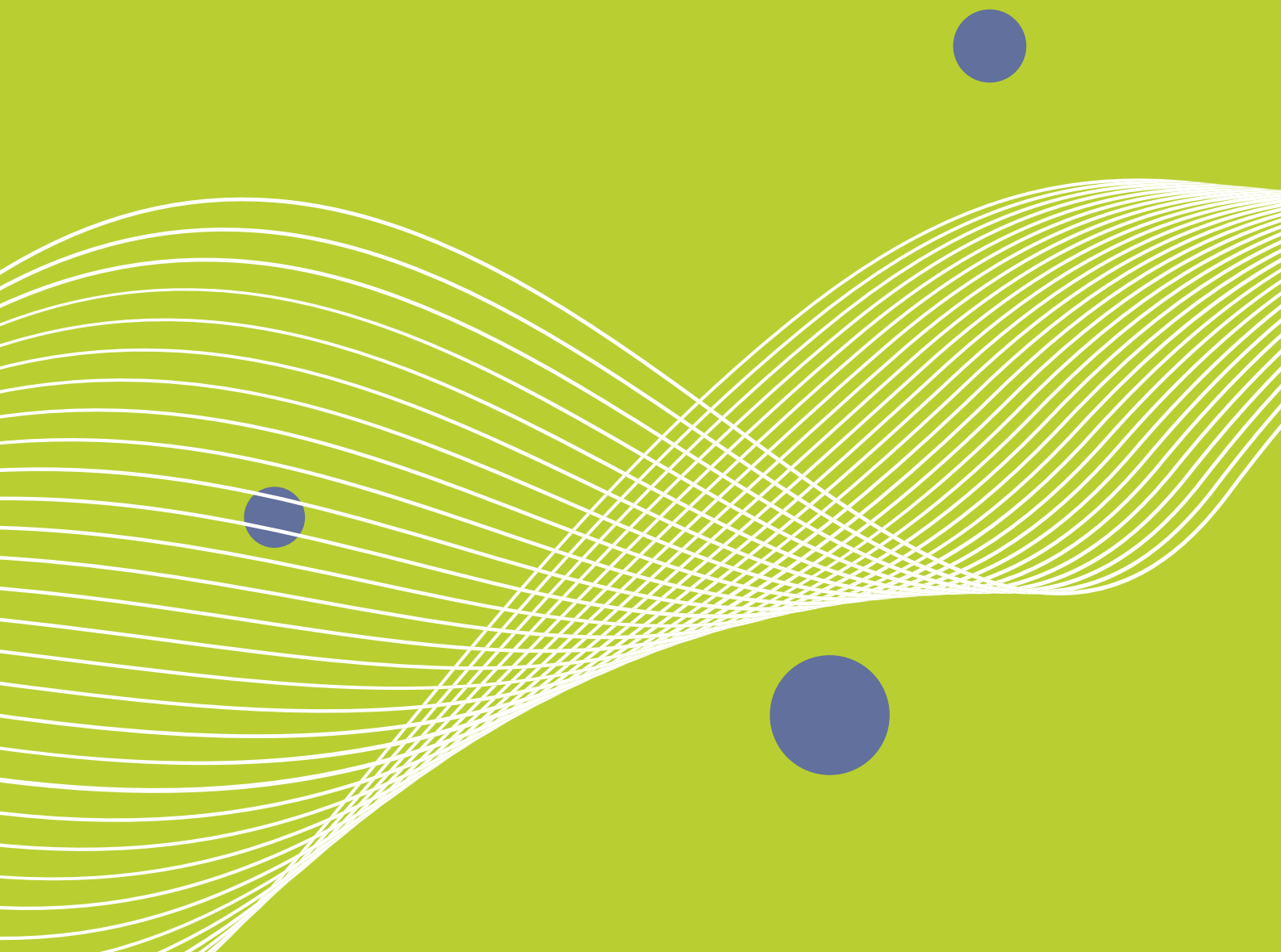
The European Computer Driving Licence

The European Computer Driving Licence (ECDL) is an internationally recognised IT qualification designed to give students the skills to use a computer confidently and effectively. The ECDL qualification is widely recognised by employers as proof of ability and competence when working with IT. This qualification is especially relevant in today's ever digital world of working.

Conclusion

In conclusion, although not a vital part of an employability programme. Qualifications should be considered if developing or implementing an employability programme. Not only does the individual gain knowledge and skills by taking part and gaining a qualification they also potentially have a greater number of opportunities as a result.

Section Two



Knowledge to share

Although not related to training, support or qualifications, these are key themes that were identified through the project. Partners consider these important elements in the success of employability projects.

Holistic support

To support someone in recovery in an employability project it is sometimes necessary to take on a substantial support role. In doing this it is important to understand that this transition to the world of work can impact across the whole life of the participant. Not only are they taking on tasks and roles with which they may be unfamiliar but for many participants there are significant changes to their sense of self, their relationships with others including their family and their lifestyle. Many of these changes will be positive but there may be need for support in making this transition.

There is a need to consider where this support may end and more specialist support is required for example in a case of relapse or with mental health issues. There is a need for good referral pathways and joint working protocols for specialist agencies.

Social inclusion

The importance of social and labour reintegration as a priority, building on the activities of detoxification and recovery to more positive relationships and the development social skills within the community supporting lasting reintegration.

Promoting social inclusion requires tackling social exclusion by removing barriers to people's participation in society, as well as by taking active steps to facilitate such participation.

Certainly, employment and ultimately, reintegration is the desired outcome for the EAER partners. The goals and aspiration that can motivate the beginning of the treatment path can be employment and the integration back into society fostering previous positive relationships. However, the wider benefits of training, support and gaining qualifications are significant for the person with drug and alcohol problems in terms of increased self-esteem; improved job prospects; and to create more positive relationships and social networks within the community.

Practical support

Practical support is also important. Sometimes people need to be physically (and psychologically) supported to get to appointments for example. Services must accept that there is a relatively long-term commitment to support in employability and that job outcomes may not be the desired outcome and measurement of success at this stage. In fact other outcomes may be an early priority – people may regard participation as occupational therapy, for example.

Financial inclusion

Many people in recovery may have outstanding debt, low incomes and have difficulty engaging with state social security systems. Financial inclusion can be crucial in supporting people on employability programmes. Advice and guidance must be given to support income maximisation. There may be a need for advice on state benefits and support to engage with the system. Also, debt management and appropriate debt and credit advice and guidance must be given, to allow full active participation in society. People may require support with budgeting especially in transitioning from one income to another. Support to access to a bank account and other financial products may also be required.

Digital Inclusion

It may be necessary to ensure the digital inclusion of participants in employability programmes. Support to fully participate in the programme may be required and this may involve basic IT skills training or the provision of hardware / software. Consideration should be given not only to the requirements for programme completion but also to the likely requirements of employers. Digital inclusion may also help with integration by allowing people to fully participate in social media, online banking etc.

Employer Engagement

Employer engagement can be an important element in establishing an employability pathway and fostering good relationships for people in recovery entering an employability programme. This can be built through an understanding of the challenges facing people in recovery and also highlighting the value people in recovery can bring to a service or an employer. The employability programme acts as a mediator, preparing the individual by providing training, support and qualifications to enter the labour market through positive employer engagement.

Integration

For employability programmes integration and the need to increase the interactions between the individuals and the community in which they live and want to be employed is important. In this case, the integration of drug users is aimed at the reconciliation of the individual within the community. The creation and development of the relationship between the person in recovery and the community and services which they use and with which they interact with is crucial. This may be a physical community or a community of interest including an employer and the clients of a service. This can mean confronting and overcoming prejudice and stigma. By fostering and nourishing these interactions and relationships with employers and additional services, they become consistent, lasting, and autonomous. Thus, promoting more positive responses and helping to reduce stigmatic responses.

In addition, an important element is the process of monitoring the relation between the individual and the employers during the integration process. Awareness and education sessions should be undertaken to support employers to accept people who use drugs, by actively pushing against the use of negative stereotypes. Moreover, supporting the development of gradual and adequate plans of delegation of responsibility, and collaborating in coordinated discussion and resolution of problems associated with the employment integration process.

Engaging with employability project

Services must be responsive. Waiting weeks for referral, response, appointment and assessment will not be effective. If some things do take time to access, then useful activity can be structured in the interim. This is where having a local directory of opportunities and agencies, organisational links, referral pathways and protocols may be key. Having subcontracts or relevant employment experts within teams is one way to cut down on any delays there might be in obtaining education, training, and employment specific support.

Reducing Stigma

By developing continuous advocacy work alongside partner agencies and institutions, we need to work on legitimising and defending the employment integration of people who use drugs and erode stigmatising attitudes towards people in recovery. The assumption and stereotypical attitude that people in recovery are incapable of work or should be grateful for low grade work is hugely damaging and requires a process of education through engagement and interaction to erode such stigmatic behaviour. Only by supporting positive behaviours and challenging stigmatising behaviour can people in recovery be fully integrated into society and have renewed optimism for the future.

Realistic outcome expectations

There also needs to be an element of realism in relation to sustained employment. The desired outcome may not always be associated with employment, particularly as there are a number of employers offering zero-hour contracts, seasonal work and often only part time or fixed term contracts. These jobs can be very precarious and need to be supported and managed identifying the most suitable outcomes with the target audience.

As noted, for various reasons, successful outcome is not always determined by employment and will be person-centred with a personalised action plan with a number of stages to overcome on the employability journey. Key elements and stages need to be addressed, with barrier removal being a fundamental stage that requires support and time to overcome. Once all barriers to employment have been identified and addressed, the participant can move onto the next stage of their employability journey.

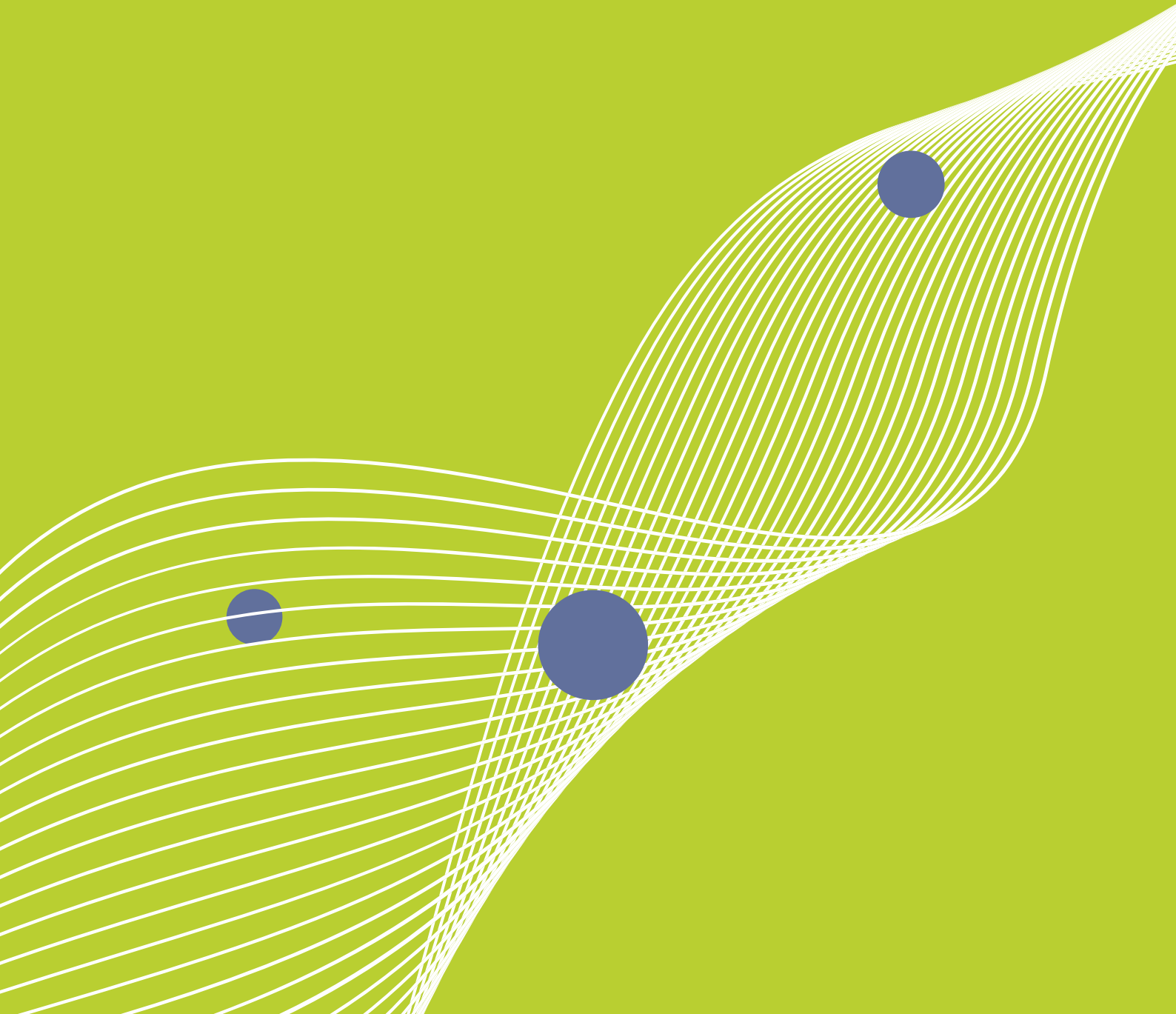
Labour market intelligence

They need a realistic view of the labour market and what regional employment opportunities are available. Otherwise you can end up providing specific support and training to people who cannot get jobs in that chosen field. For example, many people in recovery express a desire to go into health and social care often within the drug and alcohol treatment sector. This is often encouraged as services can clearly benefit and the opportunity to secure employment may well exist. However, not all people with lived experience wish to work in this sector nor will all people with lived experience have the aptitude to train and to work in the sector. There must be an awareness and a capacity to broaden people's horizons beyond working in the area they may initially be interested in. It may be to people to be challenged to consider a range of options. Services need up to date knowledge of the local labour market and to empower participants to gain insight and to monitor this market for themselves.

Relapse to problem substance use

Willingness to move into the labour market or to start a specific work activity should be discussed in the context of potential relapse. This should be a transparent process and analysed in a participative, open and reflective way by all parties involved. A peer mentor relationship may support fostering a rapport enabling open and honest dialogue without fear of sanctions. The individual must be supported and guided. This is where a support and training element can be crucial in intervening and recognising that an individual is facing challenges that may compromise their recovery. Peer support, supervision and peer mentoring are all support mechanisms designed to support and offer advice that may be crucial in some people's recovery.

Section Three



Appendix A

INCLUS@ PROJECT OF REINTEGRATION IN PRISON ESTABLISHMENT OF GUARDA (EPG) PROGRAMME (Portugal)

Introduction

The is a project of social and professional reintegration.

Target Group

Beneficiaries of the project are prisoners of EPG who use drugs, and their family members.

Objectives

Its goal is to promote the reintegration of prisoners through the valorisation of work and reconstruction of family ties, to promote the development of personal/social skills that empower them for an active life and citizenship and to promote employability.

Description of Programme

The reintegration of the prisoners is developed through an integrated approach in several areas (such as for example, healthcare, social conditions, work, and family) and in accordance with the individuals' different life dimensions and the creation of new communication channels with the community and institutions involved in this process.

This project also aims to bring the imprisoned population closer to the community. People in prison benefit from the intervention process carried out through training programmes related to employability; individual psychosocial monitoring; information and awareness-raising sessions on work/training and through occupational integration in the prison context, and after leaving prison.

INCLUS@ contemplates 4 distinct actions that presuppose a joint and articulated implementation:

- A Psychosocial Support Office (PSO)
- An Employability Training
- An Employment Support Office (ESO)
- A Seminar for technicians and community

PSO provides tailored psychosocial support to prisoners, works with their families (family mediation and support), employment (link and referral to healthcare and social services from outside) and inclusion in the community, preparing for prison release.

To benefit from this support, prisoners may request an attendance through the completion of an existing standard form in the EPG, which is later delivered by the surveillance services to the APDES technical team or through informal contacts with the project team.

The Employability Training includes three stages, with a total of 60 hours of training each and the following contents:

- career management (20h)
- job search, training and self-employment strategies (20h)
- presentation, image and communication (20h)

This training aims to facilitate the application process and improve personal and communication skills.

ESO provides awareness-raising in employability, articulation with several entities that can create employment within the EPG and outside the EPG, upon release. The selection of participants is made with the technical team of EPG, prioritising those approaching release (including parole) and prisoners who show greater need to work on personal, social and professional skills.

The “Participated Prison” Seminar is a space for debate and reflection on the issues of imprisonment and post-reclusion with SCO, healthcare, prison and social reintegration services, oriented towards the areas of Health and Reinsertion.

Outcomes

The 2017-18 project saw 147 drug users followed as well as 48 family members, 12 employers and 7 technicians from EPG.

This project followed 100 inmates in PSO and performed 64 family mediations. The employability training covered 41 inmates, ESO covered 45 inmates and 299 people attended the Seminar.

In the PSO, it was possible to intervene in the identification and prevention of problems and situations of risk; promoting reflection on the realities of imprisonment and adaptation to the prison context; in the identification of resources, needs and difficulties experienced; in the personal, social,

professional, academic and cultural development of the target population; and finally, in maintaining and strengthening family relationships.

The ESO provided employability information and consultation to prisoners, and developed initiatives to mobilise privileged partners for the professional integration of target groups, namely with an Arts and Crafts School.

To evaluate the results of the project, semi-structured interviews were made to evaluate the satisfaction and perception of the impact of the intervention with the heads/technicians of the EPG. In addition, questionnaires were carried out to evaluate the training action and information, addressed to trainees and trainers.

The actions contributed to the personal, social and professional development of the target population, thus achieving personal (re) construction and social reintegration.

Prisoners had an increase in personal skills, in particular self-esteem, and an increase in knowledge in general. In the reflection on the personal and professional trajectory and the subsequent consideration of an integrative life plan, more realistic and alternative to the deviant contexts were outlined by prisoners. The participants also had a marked improvement in employability and social skills.

INCLUS@ has an innovative dimension given the target group and the methodology implemented, that provides an intensive package of employability, coupled with the development of social and employability skills.

This project allowed the preparation of a job project inside the EPG and the constitution of a company network for the integration of prisoners when released. These elements made this project a successful one that continues to exist over ten years on.

Appendix B

ADDICTION WORKER TRAINING PROGRAMME - AWTP (United Kingdom)

Introduction

AWTP provides supported paid employment, specialist training and vocational learning for unemployed people with a history of complex drug and alcohol problems.

Target Group

Adults who are unemployed people with a history of complex drug and alcohol problems who are a minimum of 2 years free from

- Illicit drug use
- Substitute prescribing
- Problem alcohol use
- Offending behaviour

Objectives

The project combines paid work experience, training and support for individuals to gain paid long term work in the care sector.

Description of Programme

People are recruited to AWTP from areas of high deprivation in Scotland, to work with SDF for nine months.

While employed by Scottish Drugs Forum (SDF), trainees participate in a programme which includes practical work experience through two paid work placements in partner agencies; specialist training; vocational learning, and tailored support geared towards securing further employment.

Trainees work towards a Scottish Vocational Qualification (SVQ) in Social Services and Healthcare - the industry standard for entry in to the social care field. The SVQ opens up a rich seam of long-term, sustainable employment opportunities for the trainees.

Recruitment (pre-project start)

Each year, SDF recruits a minimum of 20 Trainee Addiction Workers. The roles involve work with protected groups and SDF therefore undertake

registration of candidates with the Protection of Vulnerable Groups (PVG) Scheme, and risk management procedures.

SDF support trainees to engage with partners in employability and adult literacy for ongoing in-work support.

Induction:

Trainees attend a 12 week induction, consisting of specialist training, teaching for the work-based vocational qualification, and days attending a supported work placement.

SVQ Studies:

Upon completion of Induction phase, trainees receive intensive support to work towards the SVQ Level 2 qualification in Social Services and Healthcare.

Literacy and IT support needs are identified and supported by SDF with the support of partners in Workplace Literacies. This allows people to address long-standing issues related to inequality of opportunity and education, with the support of specialist staff in the adult learning sector. The SVQ is competence based, and requires trainees to reflect on their work practice, in addition to assessment of real work activities through observation.

On completion of the SVQ, trainees are eligible to register as members of the Scottish Social Services Council – the national regulator for the Social Service workforce in Scotland.

Work Placements:

Trainees attend placement four days per week, six hours per day, with one day per week for SVQ teaching and SDF activity.

Each trainee completes two supported work placements in Social Care projects, with a key focus on addictions. Through an asset based approach, trainees are encouraged and supported to effectively use their lived experience of addiction recovery in conjunction with professional and vocational training to provide effective interventions for people accessing services.

Work placements include: Residential and community based projects, homeless, mental health, youth, and criminal justice projects.

Over the course of work placements, trainees are supported to undertake the day-to-day duties that permanent staff members carry out. These tasks may include, but are not limited to, working with service users, liaising with other agencies and in some cases, undertaking assessments and informal key-working sessions.

Placement Change:

Each work placement has the opportunity to support two trainees – for 19 weeks each.

Most trainees will move to a placement which will usually be in a different setting and organisation than their first – this gives a greater range of experience and enhances the employability prospects of trainees.

Training:

Trainees have access to a range of specialist training through AWTP. Topics include for example, Drug Awareness, Safeguarding/Child Protection, Essential Skills, Professional Boundaries, Suicide Intervention, Hepatitis, Sexual Health, Mental Health, Spore Form Bacteria, Motivational Interviewing.

Trainees receive regular supervision and work with their supervisor to identify opportunities related to each trainee's particular role, interest and future career aspirations.

Support:

An intensive package of support is offered to trainees through AWTP by:

- Formal one to one, 6-weekly supervision with
- Day to day support from work place staff and a named Work Place Mentor assigned to the trainee as a direct link to SDF
- Fortnightly Peer Supervision also attended by SDF Staff and facilitated by trainees themselves

Project End / Graduation:

As trainees complete their second work placements and SVQ studies, it is expected that some trainees will have moved in to further employment before the course ends.

All trainees receive support from SDF and employability partners in looking for further employment and preparing for interviews. AWTP staff maintain formal contact with trainees for their first 3 months post-project completion.

A Graduation event is held to mark the end of the trainee course and to congratulate trainees and thank placements and key stakeholders.

Outcomes

Over 90% of the near 300 people recruited to AWTP have completed the course of paid work, specialist training and vocational learning that AWTP provides.

Over 85% of people completing AWTP have moved in to further employment, trainee graduates typically securing full time paid jobs in the Health, Social Care and Addiction fields.

The lived experience of trainees, as people in recovery working in services, is valued by services themselves; their contribution to the further development of services is valued by the field more widely.

Appendix C

JOURNEY TO WORK Programme (Netherlands)

Introduction

Journey to Work is a Scottish-Dutch collaboration between the Dutch Foundation of Innovation Welfare 2 Work (DFW2W) and Werkcenter Scotland (WS).

Journey to Work supports and guides recent graduates in developing and improving new knowledge, skills and qualifications. The aim is to facilitate personal development and responsibility to obtain basic work experience, qualifications, and / or participation in labour markets.

Participants are recruited from Scotland, with the chance to undertake a Dutch mobility as a key part of their learning.

Target Group

Young people who

- are up to 30 years (if unemployed)
- have fewer opportunities
- have additional support needs (including disabilities)
- are recent VET graduates on the verge of unemployment

Objectives

- Increase employment and employability
- Support job search by young people at risk of social exclusion
- Raise awareness of labour market opportunities among young people

Description of Programme

The **Journey to Work** programme includes work experience, a good functioning network and quality coaching. The project has a high success rate with 80% of young people securing and sustaining jobs.

The **Journey to Work** programme is based upon the Werkcenter Model, and a '1-2-3' methodology approach developed by the Dutch Foundation of Innovation Welfare 2 Work (DFW2W) and Werkcenter Scotland.

The partnership offered intensive support and guidance to participants through an educational and social inclusion approach. Person-centred

planning and action-based learning flows through **Journey to Work**, coupled with experiential work placements and apprenticeships in the fields of: welfare, logistics, retail, manufacturing, construction, administration, agriculture and tourism. and a specialisation in the Dutch Rotterdam and Randstad areas.

Within **Journey to Work** the 1-2-3 methodology was used for teaching participants to actively engage in their chosen area of work. The project offered an integrated and structured journey of working, learning, changing mind-sets and motivating young adults who became 'employees' during their mobility experience, achieving a structured and lasting match with a regular job in the open labour market.

WS and DFW2W provided this through work experience / work-internship with intensive support and mentoring, followed by individualised job search and job placement thereafter. The basic idea of the methodology is that working and learning go hand in hand, creating a structured 'Journey to Work' (JTW).

The 1-2-3 methodology has 3 phases:

1. **Assessment:** 4-8 weeks (Preparatory Workshops and Assignments)
2. **Development:** 6 weeks (Internship abroad)
3. **Job Mediation:** 4-20 weeks (Return to UK - Job Mediation)

Phase 1 Intake & Assessment Phase

This phase included group sessions; one to one support; learning activities; practical activities and role plays. Former participants shared their experiences with applicants who were offered a pool of varied work placements in the Netherlands.

A competency analysis and assessment to determine a good placement match took place.

The intake and assessment phase explored personal responsibility, motivation, mind set and social activation

Social participation and coaching focused on maintaining or obtaining employee skills, basic qualifications and job-related qualifications, with guidance and regular individual support.

Applicants were assessed by their understanding of the workplace, and discipline regarding attendance and timekeeping; motivation, attitude and behaviour (the ability to behave and interact appropriately with colleagues). A group were selected and trained for the development phase abroad.

The apprenticeships and work placements were offered as a unique opportunity and an incentive to encourage a positive attitude – one which is active and motivated to work. If participants demonstrated an ambivalent attitude - thinking and demonstrating behaviours indicating they were going on a holiday for example – efforts were made to support a change in thinking. Where a positive change was not achievable, applicants were unable to participate in the next stage and referred back to their home agency for further development.

Experience revealed a minimum of 20 young people are needed for the presentation and information session to ensure sufficient participants for the recruitment and selection procedure.

Interviews with participants regarding the preparatory workshops have been facilitated with positive feedback. The young participants felt inspired by empowerment training and enjoyed individual assignments.

Phase 2 Development Phase: Internship Abroad

This phase took place in the Netherlands. Preparation activities started in the UK with Skype interviews with DFW2W staff members in order to find tailor-made work placements.

During this phase the young people completed tasks as a **Journey to Work** participant in a stimulating, tailor-made work environment which assessed their skills and competencies. The qualities and intrinsic motivation of participants was monitored through direct daily contact and supervision by DFIW2W staff. A mentor was deployed who accompanied them abroad, and a 6-week work activity plan was agreed and implemented.

Throughout the delivery of the project, monitoring and support was provided by using:

- individual guidance sessions; mentoring; life and job coaching; goal setting
- weekly reviews on progress towards achievement of objectives and progress reports by WS and DFW2W coaches and mentors
- feedback from key workers in referral agencies and host families and employers
- a final report and self evaluation
- interim and end-of-course participants' evaluation of their experience

Support was given to develop financial management and budgeting skills, offered by mentors and undertaking exercises like planning for cultural visits. Support was also given by the accompanying person on both the outward and return journeys to ensure a safe and non stressful travel experience.

Phase 3 Job Mediation

Once the group returned to the UK, the job mediation phase commenced in collaboration with the Joined Up for Jobs Edinburgh Network.

Caseworkers of service providers received an individual, confidential report regarding recommendations for aftercare and advice to avoid drop out. Participants received a structured journey in a stimulating working and learning environment, taking individual steps towards entering sustainable employment, guided by the core values of working-living-housing-learning-socialising.

Support, advice and guidance were vital to an effective transition. Most young people receive this from their parents and peers; however the Journey to Work target group typically did not have access to this kind of support. Therefore a confidante - be it a mentor or personal adviser, was essential for them abroad. Supervision – not only in the apprenticeship area but also in leisure time was a good support system. This mentor not only acted as a liaison for the DFW2W team members and the participants but also acted and carried out one-to-one support and intervened when problems occurred.

The young people had little or no experience of living independently, let alone living in a foreign country. Additional support was therefore required to facilitate an adaptation to a new way of being. The partnership provided individual and group coaching through the mentor, making sure that the stay in Dutch accommodation would take place in an orderly manner; that there would be structure, and sufficient nutritious food to eat and cultural activities to take part in.

WS and DFW2W have expertise - most team members are professional psychologists and there is long term experience of partnership working between the organisations. Moreover, experience of working directly with the target group on a (inter)national basis, increased the chances of successful outcomes.

Mentoring is about a personal relationship where one person inspires, challenges and directs another. What young people need is someone who believes in them. WS and DFW2W were capable of making sure that the agreed contents of the programme were carried out.

In case of emergency they supported each other, e.g.: when a participant was in need of healthcare, the DFW2W team gave support, arranged an appointment with a pharmacy to get medicine on a GP prescription, in collaboration with the mentor. Health issues could be checked and also followed up on.

The supervision of the participant on the work placement was carried out by DFW2W (in Holland) but always in alignment with the mentor of WS.

The responsibility was equitably divided between work (DFW2W) and prepare to work / leisure (WS) dependent on individual and group needs.

Outcomes

87.5% of participants moved into paid employment.

The young people participating in JTW report to have had long histories of failure, social issues, and negative role models. As such, all required intensive support to be able to participate in JTW and to follow the journey to a satisfactory outcome.

The short-term impact on participants as a result of participation were: Increased self -confidence; raised self esteem; acquisition of time keeping skills; self management skills. Longer term impact included: the belief that they can get and sustain a job.

Appendix D

WORK ACCOMPANIMENT SERVICE (W.A.S.) (Italy)

Introduction

From 2003 to 2018, the mediation operators of the *La Tenda Community* managed WAS, operating in 9 municipalities around Foligno, Italy, serving a total of approximately 100,000 inhabitants. On average, social and health services in this area sent operators around 55 people a year, with different problems.

Target Group

Originally developed for adults in recovery from drug problems requiring social and labour reintegration and more positive relational and social skills. The programme has developed and is appropriate for people with physical and/or mental disabilities; ex-prisoners, foreigners with integration difficulties and families experiencing poverty.

Objectives

The achievement of paid employment as part of the social integration of marginalised groups experiencing significant and multiple barriers to social integration and employment.

Description of Programme

The programme evolved from employment skills craft workshops at the final stages of rehabilitation into an integrated employability programme. *La Tenda Community* now works in collaboration with craft companies, adapting participation in reintegration programmes. La Tenda offers support through external tutoring and mediation in the case of conflict between participants and external placement.

In general, a reintegration project, in the methodology experimented by the *La Tenda Community*, foresees some phases and certain actions having a decisive influence on the success of the path. This methodology is applied by operators in carrying out the functions of operators of the W.A.S. and in all other projects involving social and work reintegration actions.

Even before his/her relationship with the individual user, the operator engaged in this sector must be able to work in **high integration** with those from public social and health services, responsible for the general program of the person, and with those from agencies and territorial bodies dealing with training and job placement: Training Institutions, Trade Associations, Employment Centers, Private Employment Services and Agencies, etc. This relationship must be constant and continuous, from the phase of taking charge of the user, to monitoring his path, up to the outcome evaluation and to the possible resignation or redesign of new objectives.

Furthermore, he/she must constantly take care of his/her **relationship with the entrepreneurial realities** of the territory, both with those for profit and with the non-profit ones (Associations, labor insertion Cooperatives), involving them in an always active system of reintegration of social partners, in which companies play a fundamental role and have a great social responsibility.

In carrying out the activity in contact with the user, on the other hand, he/she must pay particular attention to the **phase of getting to know the person**, in which a first orientation is carried out and the person is helped to draw up a balance sheet of his/her own skills.

In all phases of the training and reintegration project, the user must have a leading role and must make decisions that are useful for achieving his/her goals. The operator supports him/her in this process, but does not replace him/her, helps him/her to discover his/her own potential but also to take into account his/her own weak points, stimulates him/her to identify objectives and spurs him/her to reach them, constantly checking with him/her at which point he/she is in the hypothesized path.

At the end of this first phase, therefore, the person should have gained the awareness of having to undertake a training or job reintegration path and, with the help of the operator, should be able to choose which resources he/she can use and which services and opportunities present in the territory can help him/her achieve his/her goal (professional training courses, participation in calls and competitions, placement in a company through training).

In the event that there is the possibility of activating a training internship at a company, the operator must constantly **monitor** the course, with the trainee, his/her company tutor and the referents of any social or health services involved in his/her reintegration program.

Specifically for this phase of the project, thanks to their experience, the operators of the *La Tenda Community* developed some work tools that, to date, characterize their way of operating and differentiate it from that of other subjects engaged in the same sector. One concerns the activity of shared monitoring with company tutors: to facilitate the **involvement of the company tutor** in the periodic evaluation of the trainee, operators

prepared a reference grid in which to highlight the level of adequacy of the trainee in relation to multiple aspects (basic and specific operational skills, relational skills, autonomy, sense of responsibility, etc.) and, consequently, calibrate new objectives or reiterate specific lines of intervention to help them develop the weakest aspects. This paper-based tool helps tutors to make a periodic analysis of the internship project and avoids generic assessments, which are not very in-depth and based on “goodwill” and excessive tolerance («*he is a good boy...*», «*he is very involved...*», «*everything is fine, there are no difficulties...*»).

Experience teaches us that, due to the success of a job reintegration path, the choice of a work context appropriate to the individual characteristics of the person to be inserted and a strong involvement of the company figures (legal representative, company tutor, colleagues) involved in the project are fundamental aspects. This is why operators come in person to companies willing to host trainees: observe the company “climate” (also in terms of personal relationships), verify job opportunities, explain objectives well to the corporate figures involved and involve them in pursuing them, these are crucial and essential elements.

A second tool consists of multidisciplinary coordination groups among professionals, for convenience defined as “**case groups**”. The operator performing the role of tutor of a traineeship project participates in periodic coordination meetings together with other professionals who, for different reasons, take care of the person’s social or health-care project. In these contexts it can make a significant contribution to the revision of the general project on the user, since in daily work experience, made up of commitments, practice and personal relationships, he/she can observe them from a privileged point of view and can grasp aspects very different from those of other professionals in other contexts (in individual interviews, support groups, residential communities, etc.).

A third tool, experimented only in the last few years by the operators of the *La Tenda Community* and proved to be very useful, is also the creation of **support groups among users** who are carrying out a reintegration path. This is the organization of monthly meetings, in which participants (a dozen) can tell others about their employment research training experiences, share the joys and frustrations, listen and evaluate opinions and suggestions with respect to their own path. These meetings are coordinated and managed by a psychologist, who is not involved in the programs of the participants, and by an operator who instead works in this sector. Although experimental, these meetings proved to be useful in several aspects:

- it helps to restore courage to people in need, when they believe they are the only ones to have those problems or that their condition is by far the worst;
- it reinforces motivation in those who are at the beginning of a process of reintegration because, thanks to the experience of those who already

faced and overcame the same obstacles, they find the strength to not be discouraged and, at the same time, increase awareness and self-esteem of others who, listening to their fears, realize the scope of what they have already done. For this reason we believe that it is preferable for these groups to involve people who are in different phases of the reintegration program, so that they can be of greater support to each other;

- it increases the sense of trust and consolidates the relationship of collaboration between users and operators, in the moment in which the latter also freely express their own concerns, the difficulties encountered in everyday life and the frustrations associated with the accompanying activity in search of a training or work path.

Starting from constant reflection on practices, in a circular process in which “theory” and “practice” are constantly present and contaminating each other, operators developed additional tools and activities to facilitate the social reintegration of users. For example, in reflecting on projects for people with addiction-related problems, they found that for many of them the biggest difficulty is to keep their jobs more than to find them. Many of these subjects, once they have “overcome” the problem of addiction and recovered a condition of psycho-physical well-being, manage to find employment with moderate ease: in most cases they are people who have already acquired a professionalism and they have already had work experience in the past, such as to allow them to have a curriculum vitae that is interesting for companies; moreover, they often do not have great family ties and, therefore, they can offer ample availability and great flexibility in terms of travel and times.

Instead, maintaining a job appears to be a more critical aspect for them. Frequently, these are subjects that hide important relational problems behind an addiction, and this is inevitably reflected also in relationships within the company, with colleagues and, even more often, with superiors. Very often, these people focus solely on the operational aspects of their work, underestimating the importance of maintaining personal and professional relationships based on collaboration and clarity and, sometimes, failing to manage their personality and certain attitudes in different situations and contexts (family, friends, colleagues and superiors in the company).

For this reason, for some years now, operators of the *La Tenda Community* have begun to use, when necessary, the **post-recruitment monitoring** tool. For some users who, at the end of an orientation and accompanying path to work (through training or through an autonomous employment search), get a work contract, the operators agree with them, with the managers of the company hiring them and with the referents of the sending social or health services, a tutoring program for a period ranging from 3 to 12 months after their recruitment. The presence of a trained operator, able to intervene promptly in case of need and in close collaboration with a social or public health service, reassures the employer

and the user, who does not feel abandoned in the delicate phase of his/her insertion in a new working context. Moreover, in the first months of work, the operator can intervene constantly, mediating the needs and demands of the employer with any difficulties and the needs of the worker, not always competent and adequate in expressing his/her needs and in negotiating solutions acceptable for both. Some problematic aspects tend to occur only a few months after the beginning of the employment relationship: in the first period, both because the worker wants to be appreciated, and because personal relationships are still very superficial, the insertions always appear positive overall. It is therefore considered appropriate to carry out a post-recruitment monitoring of at least 3 months, because some problematic aspects may not appear immediately and, furthermore, because it is considered necessary to verify the capacity of maintaining a constant and lasting commitment, that is often an absent resource in people with addiction problems behind.

Outcomes

From a statistical point of view, analysing the data and indicators collected by the operators of the *La Tenda Community*, the annual average of people who at the end of the reintegration path have found a job (even if, in most cases, part time and temporary jobs) is about 10%, an element that is not high but that becomes highly significant if we consider the target audience of the service, i.e. people with very high disadvantages and, often, with important psycho-physical disabilities. The data relating to the hiring of people with addiction-related problems was never extrapolated with respect to the overall target, but from the operators' many years of experience it is possible to state that, if we only consider the cluster of people with addiction problems, the percentage of those who find a job, compared to the total of those followed for a path of social-labor reintegration, is certainly greater than the 10% recorded annually by the overall activity of the W.A.S.

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