

Result 4.7

Integration programme for the unemployed

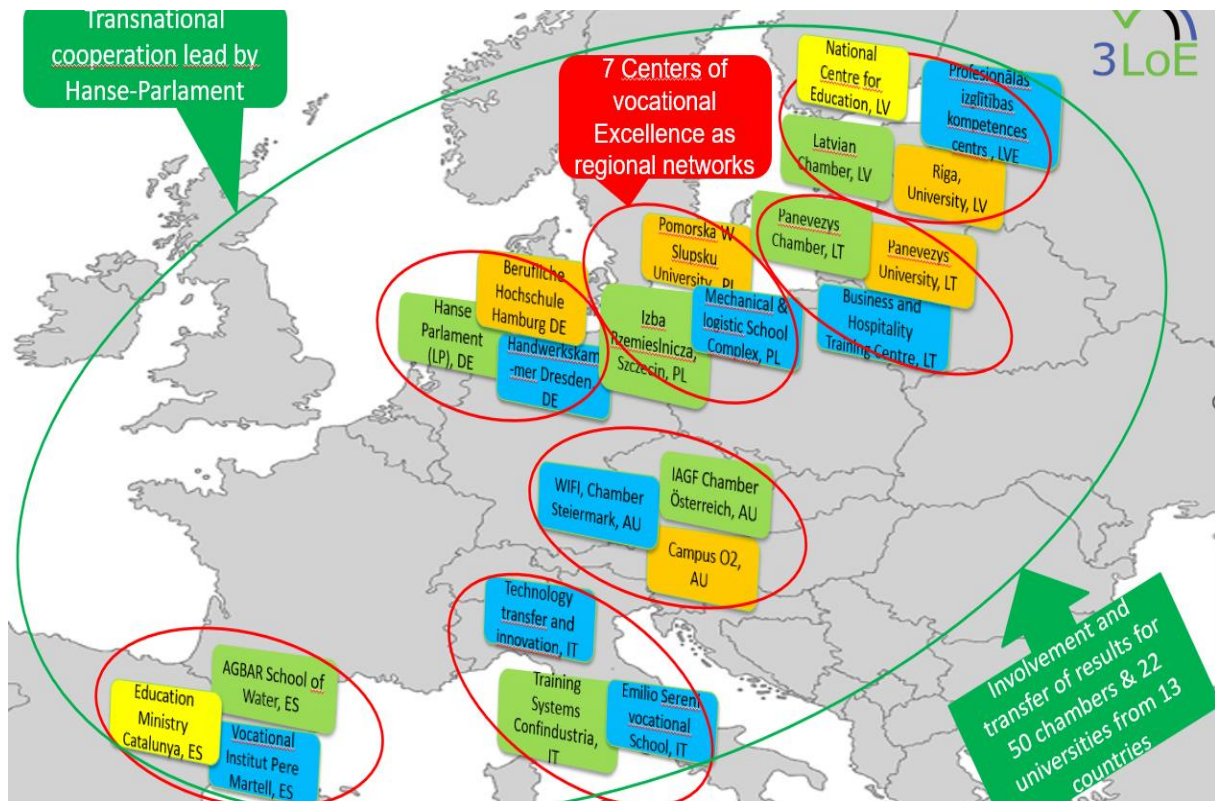
Prepared by Hanse Parliament
with advice from National Centre for Education, Latvia



This work is licensed under the Creative
Commons Attribution 4.0 International License.

"The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Partner



Language

English

Content

Summary of the Project and Introduction.....	4
1. About the 3LOE project	4
2. About the Integration programme for the unemployed.....	7
Integration Program for the unemployed	8
1. Background and objectives.....	8
1.1 Six training programs.....	8
1.2 Six further vocational training programs.....	8
1.3 Four main study modules.....	9
1.4 Objectives.....	9
2. The Coaching Process	11
3. Integration and training program	14
3.1 Target groups and conditions of participation.....	14
3.2 Implementation	15
3.3 Fields of activity after the training.....	15
3.4 Trainers	16
3.5 Identification of existing competences and aptitudes	16
3.6 Priorities, duration and completion of the integration program.....	17
3.7 Model example for the course of the integration program with the degree "Environmental Consultant"	18



3.8 Model example for the course of the integration program with the degree "Specialist for...."	20
3.9 Timely sequence of the integration program with integrated qualification and coaching	21

Summary of the Project and Introduction

1. About the 3LOE project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs”.

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-site work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educational consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LoE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational school-teachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain.

Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education programme, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics”.

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".

3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6).

The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.

- Training Enterprise and Entrepreneurship in Green Economy
- Training Energy Service Manager
- Trainings vocational Master Carpenter and Electric
- Training Construction Technician
- Training Service Technician
- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration programme for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programmes "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs

- Business Administration & Sustainable Management of SMEs
- Entrepreneurship and Innovation in Green Economy
- Logistics - Green Supply Chains
- Service technician
- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programmes.

4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.

For each of the three levels of educational measures there will be:

- Target-group-specific educational programs.
- Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.
- Representatives of the participant target groups involved in the development work.

All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

2. About the Integration programme for the unemployed

The eight Centers of Vocational Excellence established in the 3LoE project must also take on the tasks of integrating the unemployed into working life through qualifications as well as counseling and coaching programs or via retraining. Such tasks, which must be financed from national employment service funds in all participating countries, are in the interest of both society and the economy. There is already a major shortage of skilled workers in SMEs, and this will increase sharply in the future. If the centers emphatically support SMEs by integrating the unemployed, they will provide valuable services, help companies overcome bottlenecks and will thus bind SMEs even more strongly to the centers and win them over as partners and participants in the wide range of training measures. In addition, the Centers for Vocational Excellence are ideally suited to perform such tasks. They work in direct proximity to SMEs, maintain intensive cooperation and have tools for skills identification and qualification counseling as well as a wide range of qualification measures, which they can use beneficially for the integration of the unemployed at the same time.

Partner Hanse-Parlament, with advice from Partner National Centre for Education, developed the draft integration program, which was advised and agreed upon by the eight centers for vocational excellence in each country as well as in the project consortium. As Result 4.7 “Integration program for the unemployed” the developed and coordinated program is listed below.

The integration program description is comprehensive as it offers opportunities for obtaining qualifications at EQF Level 4 and 5, further education as well as bachelor studies. It provides opportunities for the unemployed to obtain qualification or update their existing competences for re-entering the job market. The program also envisages the counselling support which is of utmost importance for integration programs where participants need advice and guidance. Another positive aspect of the program is its direction towards green economy and individual approach. The experts from Latvia consider it to be appropriate for implementation by the Centres for Vocational Excellence.

Integration Program for the unemployed

1. Background and objectives

The 3LOE project developed and implemented more than fifty different professional qualification measures. Of these, the following trainings with a strong reference to the Green Economy (see 1.1 – 1.3) are particularly suitable for a qualification and integration of unemployed people.

1.1 Six training programs

- A Technologies water supply (60 – 80 lessons)
- B Technologies water saving (80 – 100 lessons)
- C Greywater and rainwater utilisation technologies (80 – 100 lessons)
- D Technologies wastewater treatment (100 – 120 lessons)
- E Fundamentals of the circular economy (80 – 100 lessons)
- F Systemic solution-oriented consulting with (60 – 80 lessons)

Learning results are based at EQF Level 4 or with extensive professional experience Level 5. The trainings are aimed at people with a professional education and/or many years of professional activity in relevant professions, for example:

- specialists in wastewater technology
- specialists in recycling and waste management
- specialists in water supply technology
- plant mechanics for sanitary, heating and air conditioning technology
- gas and water fitters
- plumbers

Participants can complete individual or all six main modules. A qualified certificate of attendance is issued for each completed main module. Participants who complete all six main modules and pass the final examination receive the recognised further training qualification "Environmental Consultant in XY" (profession learned in initial vocational training).

1.2 Six further vocational training programs

- A Preparation and management of SMEs for work in the Green Economy (45 h lessons & self-learning and project work)
- B Waste reduction and recycling management (30 - 45 h lessons & self-learning and project work)
- C Wastewater, treatment and recycling management (30 - 45 h lessons & self-learning and project work)
- D Water supply and saving (30 - 45 h lessons & self-learning and project work)
- E Cradle to Cradle in SMEs. C2C includes a circular economy with a 100% recycling rate of all produced goods (30 - 45 h lessons & self-learning and project work).

F Energy generation from wastewater and waste (45 h lessons & self-learning and project work)

The trainings are aimed at “SME-owners and managers” and “SME professionals” with a professional education and/or many years of professional activity. The imparted learning content is cross-occupational, experts and interested companies from all lines of trades will be addressed. The learning results are rated at EQF level 5.

Upon completion of the respective training course and the final examination, the participants acquire the recognised professional further training qualification of

A Specialist for management of SMEs in Green Economy

B Specialist for Waste Management

C Specialist for Wastewater Management

D Specialist for Water Management

E Specialist for Cradle to Cradle in SMEs

F Specialist for Energy generation from wastewater and waste

1.3 Four main study modules

Each module covering 150 to a maximum of 175 teaching lessons:

A Management & water, wastewater technologies

B Waste management & technologies

C Management & technologies of Circular Economy

D Management concepts for sustainable economic activity

The four modules will be offered and implemented as part of existing bachelor`s programs either as extra selective modules or as obligatory modules. They are also excellently suited for the implementation of demanding further professional training and advancement courses.

1.4 Objectives

Objective A: Qualification and Integration of the unemployed

These training measures are to be used for the qualification and placement of the unemployed into jobs, especially the training programs (see 1.1) and the further vocational training programs (see 1.2). In the majority of countries participating in the project, there is a high unemployment, at the same time companies complain about a growing shortage of qualified personnel. Being involved in an effective integration program the unemployed can widely be integrated into the labour market and companies gain the necessary professionals.

Objective B: Meeting the demand for skilled workers to achieve the EU energy, climate and environmental protection targets.

In order to achieve the EU targets¹, the number of qualified professionals who are capable to carry out measures must be very significantly increased. For example,

¹ Climate Action: http://ec.europa.eu/clima/policies/strategies/index_en.htm (August 2016)

according to the comprehensive build-up skills country reports² in individual EU countries increase in the number of qualified professionals is required by up to 50%. With the qualification and integration of the unemployed important contributions can be made to meet the demand for skilled labour and to achieve the EU targets.

To achieve these objectives, an integration program for the unemployed is developed including educational measures, so that the unemployed are involved in the training programs. The aim is to return at least 75% of the unemployed in employment after a successful completion of the integration program. To achieve this goal, individual coaching of the unemployed during all phases of qualification and integration is of crucial importance.

The program description is quite specific, nevertheless it is meant for the implementation in all project partner countries. Taking into consideration that situations in countries are different it is suggested that for implementations country specific circumstances should be considered and the programme adapted accordingly. E.g., funding opportunities, cooperation with Employment Agency, etc.

The integration program should be publicized in consultations, reports in daily newspapers, and through various channels, including, in particular, the websites of the centers of excellence and the national and regional employment agencies, since the unemployed may not know about these opportunities.

² <http://www.buildupskills.eu/national-projects> (August 2016)

2. The Coaching Process

The words “coaching” and “consultation” are often used interchangeably. However, strictly taken, these concepts imply very different notions. Coaching focuses on a goal- and results-oriented process which helps clients to find their own solutions. It is therefore understood as a method that enables those facing special (often professional) challenges or problems to manage them (largely) independently. Due to this self-understanding, it becomes clear that a coach is not an advisor or consultant answering the questions of the person seeking advice, but a coach enables the client, through certain questions and techniques, to ask the “right” questions and find the answers by him or herself.

The task of consultants or advisers, on the other hand, is to answer specific questions of the person seeking advice as an expert on the topic. Hence, the solution or answer to the question of the advice seeker is given by another person, implying that the person seeking advice does not need to further investigate the issue.

Nevertheless, there are some common characteristics of the two processes:

- Profound expertise and professionalism: usually acquired through university studies, training and with extensive professional experience.
- Reflexivity: Here understood as a systematic and well-founded thinking about one’s own actions and activities as well as the structures and processes with which one pursues a goal.
- Value orientation and positive image of man understood here as an appreciation and recognition of the diversity of personalities, a personality’s dynamics and changeability.
- Working in and with networks: as a necessary condition for pursuing goals and increasing professionalism.³

As part of the 3LOE project, due to the complexity of challenges and issues faced by unemployed, it can be assumed that there will be no clearly defined border between coaching or counseling support from the coaches/advisors. Both can be appropriate, important and necessary depending on the case. Therefore, consulting or coaching is seen in this context as an interactive process in which both, the strong support of the consultant or coach and active participation of the person seeking advice, is of immense importance for solving the problem at hand.⁴ Within the 3LOE project, this process should be based on the “Case Management Model” increasingly used in the realm of social work.⁵

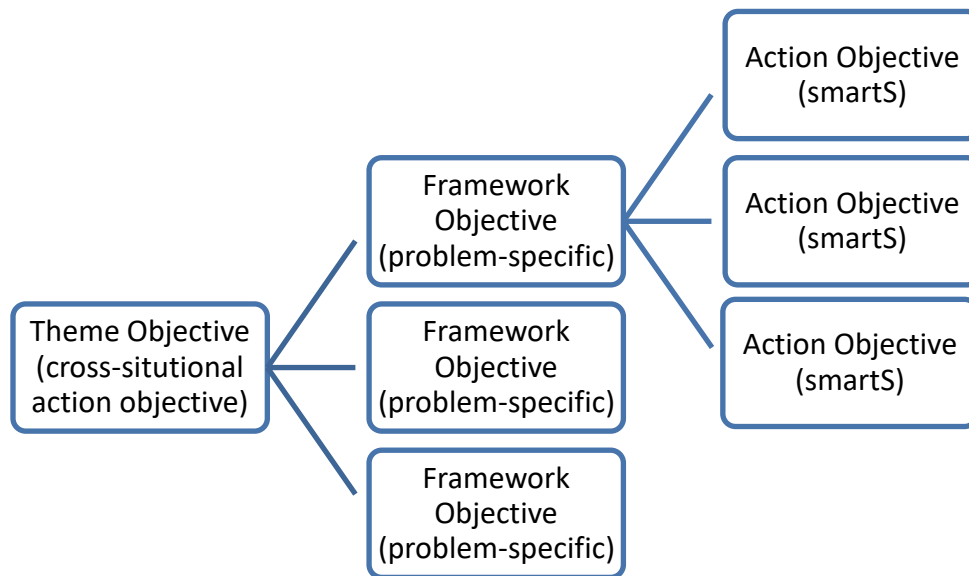
Case management is an extremely complex and intensive process carried out together with the advice seeker. It is always on a voluntary basis and requires the consent of the person seeking advice. Cases in which a case management structure is worthwhile are particularly complex problem situations for whose solution a large number of helpers from different areas is required. This also means that multiple coaching sessions

³ Cf. <https://www.unternehmer.de/management-people-skills/128418-die-coaching-serie-teil-i-was-istcoaching-ueberhaupt> or <https://www.unternehmer.de/management-people-skills/131706-die-coachingserie-teil-ii-wo-liegen-die-grenzen-von-coaching>

⁴ Cf. Nußbeck, Susanne (2010). Einführung in die Beratungspsychologie (2. Ed.). München: Reinhardt.

⁵ Cf. Müller, Matthias (2016). Case Management in der Migrationsberatung für erwachsene Zuwanderer (MBE) – Eine Arbeitshilfe (1. Ed.). Berlin: Deutscher paritätischer Wohlfahrtsverband Gesamtverband e.V.

will be necessary. Furthermore, setting up case management structures is a time-consuming and labour-intensive process. Therefore, it cannot be expected that the advisors/coaches of the project participants will fully implement this concept. Nevertheless, it should serve as a suggestion for structuring the coaching process.



The case management process is divided into two levels: the case level and the (care) systems level. At case level, the case manager focuses on the person seeking advice. First, the case is assessed. In this phase information is collected comprehensively, systematically and without judgement or evaluation. The next step of this phase is a conscious decision which problem should be worked on made jointly by the case manager and the advice seeker. Once this decision has been made, hypotheses are formulated to come up with different explanations for the selected problem. These hypotheses facilitate the formulation of action goals in the next phase. In the case of this project, the selected problem should be the desired self-employment as entrepreneur. Furthermore, it is important to record strengths, competences and resources of the participant to be able to draw on them when solving the selected problem during the coaching process.

In the next phase (planning) an individual support plan is drawn up. Here, a distinction is made between theme, framework and action objectives. It is crucial to adhere to the hierarchy moving from the abstract theme objectives to the concrete action objectives. Theme objectives take interests and hopes into account, they are personal, easy to understand and formulated in a positive way – they reflect the participant’s visions. Framework objectives relate specifically to the guiding problem (i.e. self-employment as entrepreneur) and its explanation hypotheses. They are generally in line with the theme objectives. Lastly, action objectives are formulated to concretely implement the framework objectives. They are incremental and must be manageable for the participant. The so-called smartS criteria (specific, measurable, acceptable / attractive,

realistic, timed and strength-oriented)⁶ should be taken into account when formulating the action objectives.

In the case level's next phase, it is a matter of implementing the defined objectives. In contrast to regular counselling, in case management this phase is more than just a recommendation and placement into assistance services. Here, close accompaniment and, if necessary, support is foreseen. The process is oriented towards the wishes, strengths and resources of the participant to initiate a helping process that is as autonomous as possible (keyword empowerment). If many different institutions work together, so-called case conferences can be of an advantage to make cooperation more effective.

Before ending the case management process as well as already during the implementation phase, the process should be closely monitored and if, necessary, modified by the advisor/coach. The close accompaniment of the change process by the advisor/coach offers the participant additional support.

The end of the process should be active and binding. It contains elements of reflection, evaluation and farewell in which the handling of new situations without the advisor/coach should also be discussed.

The systems level of case management focuses on all the organisations and specialists who are involved in the solution process for those seeking advice. Here it is helpful to fall back on already existing networks of the advisor/coach as well as of the participant.

The unemployed involved require intensive individual counselling and coaching during all phases of the integration programme, starting with the identification of existing competences until after successful placement into employment. During all phases, the unemployed receives accompanying advice and coaching from an advisor/coach of the respective project partner. If possible, this person should not be replaced during the entire process, so that each unemployed has a constant central contact person with whom a relationship of trust can be developed.

⁶ Cf. Ehlers, Corinna/Müller, Matthias & Schuster, Frank (2017). Stärkenorientiertes Case Management: Komplexe Fälle in fünf Schritten bearbeiten. Opladen u.a.: Barbara Budrich Verlag.

3 Integration and training program

It's never easy to stare unemployment in the face. People who are unemployed are in a very stressful situation. In the meantime, it often lacks the people of money and after a while, often also in self-awareness. Through qualification measures, application training and intensive counseling and guidance, the unemployed are prepared for the requirements of the labor market.

- The qualification measure alternatively includes the programs developed in the project:
 - a) Vocational training programs leading to the degree "Environmental Consultant in Profession XY " (see 1.1.).
 - b) Further vocational training programs with the official vocational training qualification "Specialist for ...". (see 1.2).These qualification measures are supplemented by needs-oriented modules to expand, deepen and update basic knowledge according to the individual needs of the unemployed.
- Within the scope of the intensive consultation and support, integration specialists support all individual integration issues. This includes for example help in the case of applications, checking job advertisements, job interviews etc. up to the mastery of the individual challenges such as finding a care places for children, specific issues of single-parenting, coordination of necessary assistance such as, for example, debt counseling or addiction counseling. In this context, application trainees, individual and group consultations and internships in companies are also carried out.

3.1 Target groups and conditions of participation

The target groups should be registered as unemployed in the employment services; after the assessment by the respective employment service, the unemployed are involved in the qualification and integration program. Passing the integration program successfully the participants receive better opportunities for permanent jobs.

The present integration program is particularly aimed at people with vocational training and experience in relevant professions, for example specialists in wastewater technology, specialists in recycling and waste management, specialists in water supply technology, plant mechanics for sanitary, heating and air conditioning technology, gas and water fitters or plumbers.

The following target groups are primarily considered:

- Persons having a vocational training in a relevant profession and several years of professional experience.
- Persons without appropriate professional training, but long years of practical experience in a relevant profession.
- Persons who have completed or cancelled relevant study courses and preferably already have professional experience.

If there are not enough participants who meet these criteria, especially in countries with small populations, it may be worth considering a pre-entry or introductory course for those who are interested but do not fully meet the entry criteria.

3.2 Implementation

The integration program should be publicized in consultations, reports in daily newspapers, and through various channels, including, in particular, the websites of the centers of excellence and the national and regional employment agencies, since the unemployed may not know about these opportunities.

The integration program is carried out by One or more educational institutions that form and operate a Center of Vocational Excellence on their own or in cooperation with other institutions. The implementers should have experience in professional training and integration of unemployed persons into the labor market and have a direct contact with companies, which ensure smooth cooperation.

The complete financing of the integration program should be secured by national or EU funds, which are managed by employment services or social / integration associations and funds.

This presupposes that the employment services or funds

- engage the respective institution to carry out the integration program and
- introduce the participants in this measure.

The participation of other groups of persons (e.g., job-returnees or refugees) is possible, if the conditions have been met and own financing, payment by companies or by other public support is guaranteed.

3.3 Fields of activity after the training

The future areas of activity of the participants are ascertained during the implementation of the integration program. In this context it is important that the participants attend at least three two- to four-week internships in enterprises to find out the individual abilities, interests and strengths in practice and to test possible, alternative fields of activity.

Depending on previous experience, individual strengths and success in the training, different areas for employment can be considered, for example:

- Installation, repair and maintenance tasks in the fields of water supply and disposal, sewage, waste and recycling management
- Planning, execution and consulting tasks in the environmental fields mentioned above.
- Setting up a business or otherwise taking up self-employment with executive work and/or planning and consulting tasks.

3.4 Trainers

For the application of integration programs, trainers with different competence profiles should be employed:

- Qualified teachers.
- Consultants/Integration experts with strong diagnostic skills and comprehensive experience of support, accompanying consulting and integration of the unemployed.

The advisors/coaches shape and accompany the entire qualification and coaching programs. He/she

- participates in the identification of competencies and the creation of individual qualification and integration programs,
- participate as teachers in the training programmes,
- help with finding internships in SMEs,
- organise job application trainings and additional trainings,
- support the placement into employment,
- accompany the onboarding process,
- provide comprehensive advice and support for both the refugees and the companies involved,
- provide all necessary services and assistance imaginable.

Each participant should have a reference person (advisor/coach) who offers permanent support as a central contact person. Ideally, the advisor/coach is also active as trainer. The advisor/coach should lead the realisation of the training and coaching programme.

In addition, qualified assistants should be available for specific assistant functions for the trainers and advisors/coaches as well as for various support tasks for the participants.

Especially the advisors/coaches but also individual teachers should participate in a Train the Trainer programme in order to be prepared for the comprehensive coaching tasks and at the same time establish contacts for ongoing exchange among each other.

3.5 Identification of existing competences and aptitudes

Within the framework of the 3LOE project, a procedure for the identification of existing competences and for vocational and qualification counselling is being developed and implemented (see result 3.1 Tool for vocational guidance), which can ideally also be used for the integration of unemployed people.

Existing competences, skills and aptitudes are assessed in a two-stage procedure:

Stage 1: Self-assessment with electronic questionnaire

Stage 2: External assessment through personal interviews

The interviews (stage 2) shall be based on the results of the self-assessment (stage 1). The interviewers get a personal impression of the participants and are encouraged

to question possible contradictions or irregularities in their self-assessment. It is of utmost importance to evaluate the self-assessment questionnaire before conducting the interview in the second stage of the assessment process. The results of the self-assessment questionnaire form the basis of the subsequent interview.

Ideally, the interview should be conducted by two (maximal three) people. One is the central contact person, who continues to support the participants in all training courses. This person is the permanent contact person (advisor/coach) during the entire process and serves to build trust and well-being. The other interviewers are a subject specialist (e.g., teacher) and/or a labour market expert.

The interview should last about 60 – 90 minutes. After the interview, the interviewers take time to discuss the answers privately in order to provide joint feedback and decide on further support measures. After the short break for the participant, he or she will be invited back into the room to discuss the results of the assessment and further steps. The results should also be sent to the participant in writing.

Based on the results of the assessment procedure, the advisor/coach develops an individual qualification and integration plan together with the unemployed which includes in particular:

- Profession and intended occupational activity.
- Further vocational training to be completed with information as to whether the entire programme or only certain modules should be attended.
- The number, duration, type etc. of internships in companies.
- Any additional trainings that may be required.
- Job application training.
- Sequence of professional qualification and integration into working life.
- The individual qualification and integration plan is the basis for carrying out the subsequent phases and will be updated, as well as modified and amended if needed, throughout the entire process.

3.6 Priorities, duration and completion of the integration program

The integration program consists of content and time related sequence and combination of different modules.

- Specific training and consulting program for the unemployed
- Identification of existing strengths and competencies
- Additional training for skills shortages
- Completion of the various parts and topics of the qualification programs
- Internships in companies, each with two to four weeks duration
- Support and placement into employment
- Individual monitoring and coaching program while the whole integration program and - if necessary - even after completion of the program (e.g., function as contact and supporter during incorporation at the new workplace)

The integration program is a full-time program. Depending on the composition, prior experiences etc. of the participants the program should last for at least seven months, as a rule nine to ten months.

If possible, a possibility of extension by at least 2 months should be provided and agreed if any emerging problems, additional training etc. should be necessary, and in particular if participants should not directly after completion of the integration program get a job, receive support, training and placing in a job.

Depending on prior knowledge and experiences as well as learning success during the integration program, there are different possibilities to complete the integration program.

- Exam and official qualification of recognised “Environmental consultant” or “Specialist for....”.
- Exam with exam certificate as well as comprehensive report with identified personal strengths, personal-social skills, acquired knowledge and differentiated recommendations about appropriate areas of activity.

3.7 Model example for the course of the integration program with the degree "Environmental Consultant"

- a) Four to six-week training “Competency assessment, post-training, coaching”
 - ✓ Identification of individual competencies and strengths
 - ✓ Specific training, application in practice, individual coaching, application for internship
 - ✓ Additional training
 - Qualifications that are particularly significant for completing the qualification programs
 - specific techniques
 - personnel and social skills
- b) Two-week training A Technologies in water supply with 60 – 80 hours
- c) Three to four-week internship in an enterprise A
- d) Three-week training B Technologies in water saving with 80 – 100 hours
- e) Three to four-week internship in an enterprise B
- f) Three-week training C Greywater and rainwater utilisation technologies with 80 – 100 hours
- g) Three to four-week internship in an enterprise C
- h) Three-week training D Decentralised wastewater treatment technologies with 100 – 120 hours

- i) Two to three-week internship in an enterprise D
- j) Three-week training E Fundamentals of the circular economy with 80 – 100 hours
- k) Two-week training F Systemic solution-oriented consulting as well as final exam with 60 – 80 hours
- l) if necessary two to four-week training “Coaching, additional Training”
 - ✓ Specific training, individual coaching, placement in employment
 - ✓ If necessary, additional training and in-depth in a subject

Activities in a) – l) are accompanied by individual coaching (with regular meetings for consultation).

Timely sequence of the integration program with integrated qualification and coaching

We-ek	Com- pe- ten- cy, post- train- ing	Train- ing A	In- tern- ship A	Train- ing B	In- tern- ship B	Train- ing C	In- tern- ship C	Train- ing D	In- tern- ship D	Train- ing E	Train- ing F	Additional Train- ing	Ad- mis- sion to profes- sional activi- ty
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													

3.9 Timely sequence of the integration program with integrated qualification and coaching

Week	Competency, post-training	First part of one Training A - F	Internship with learning at the workplace	Second part of one Training A - F	Examination as Specialist	Admission to professional activity
1						
2						
3						
4						
5	Accompanying individual coaching					
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

