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Compass to EMPLOYMENT

CONTENTS

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Introduction

Despite notable progress in many countries, access to education and vocational training remains a challenge for many young people, limiting their prospects of securing employment and building a future.

Those who do have the opportunity to pursue vocational training often face a significant gap between the skills acquired during their training and the expectations of the labour market.

In response to this reality, the IECD has, since its creation, supported **young people and entrepreneurs in achieving successful and sustainable socio-professional integration**. Issues of career guidance and socio-professional integration are therefore central to its mission. However, these issues are addressed through a wide variety of projects implemented by the IECD, resulting in a certain heterogeneity among the solutions deployed—and thus a need for harmonisation.

To address this, the IECD launched in 2024 a major initiative aimed at capitalising on its expertise in career guidance and socio-professional integration developed over the years, by consolidating these solutions into a pedagogical format that is both concise and accessible to all. This work, carried out jointly by IECD field teams and headquarters staff, has led to the formalisation of the most effective, sustainable, and scalable solutions, and clarified their implementation methods.

This is how the catalogue "Compass to Employment" was born—a unique resource that compiles **modular solutions designed to develop or strengthen the employability of young people**.

What are the objectives?

This catalogue is primarily designed to showcase IECD's expertise and enable every project manager, career guidance professional, integration specialist, or programme coordinator to adopt proven tools.

It also serves as a communications tool for those wishing to share IECD's know-how with financial and operational partners.

Why consult this catalogue?

It is a living document, intended to evolve through feedback from the field - a compass that guides teams towards better integration of young people and entrepreneurs into the professional world. Through concise practical sheets, strategic recommendations, and accessible resources, the catalogue offers an overview of concrete solutions implemented by the IECD to address employability challenges in its projects, with links to resources that facilitate replication in similar contexts.

It also fosters the exchange of practices between projects.

The IECD invites you to explore these resources and use them in your own initiatives to contribute to the sustainable professional integration of beneficiaries. These solutions are designed to be implemented by partner training centre teams, with technical support from the IECD. In this sense, the catalogue also serves as a tool for skills transfer.

ACRONYMS AND LEXICON

ACRONYMS

AT	Agricultural Training
CL	Cover Letter
CV	Curriculum Vitae
EIC	Energy Industry Construction (IECD programme)
FDA	French Development Agency
FP	Pedagogical Sheets
GEC	Guidance and Employment Counsellor
GEO	Guidance and Employment Office
IECD	Institut Européen de Coopération et Développement

ILO	International Labour Organization
JCF	Job Competency Framework
NEET	Not in Education, Employment or Training
PAAP	Protection Against Abuse Policy
PTC	Partner Training Centre
RELIEEF	Strengthening Integration through Employment and Entrepreneurship for Women
SB	Social Business (restaurant) (IECD programme)

LEXICON

Full support:

One of the essential components of life skills training is integral support which represents a global approach that aims to take account the person in all their dimensions: physical, social, intellectual and emotional, while considering their environment (family, school, etc.) and their needs in order to promote their development and autonomy.

Sustainable employability:

All the skills and resources that can be mobilised throughout one's life to seize opportunities and facilitate a successful transition to the labour market. This includes maintaining and progressing in quality jobs and mobility in the labour market (wage employment, self-employment).

The ongoing development of these skills differs according to each individual's life path, environment and social and economic context, and enables them to adapt to a changing world.

Professional integration:

Process of integration into the labour market, driven by an autonomous individual. This integration can take place as soon as the individual leaves training, whether it leads to a qualification/certificate or not, in a paid activity or one for which compensation is paid (food, transport, etc.)[3].

Social integration:

The process of improving the living conditions of individuals and their communities, driven by the autonomous individual himself, conditioned by the exercise of his power to act, which facilitates access to quality employment and civic engagement.

Quality jobs[1]:

Employment based on compliance with labour law (legal provisions) and social law (social protection, negotiation), as well as taking account of social institutions (employee satisfaction, work-life balance, social status). This term should be distinguished from "decent work".[2]

Life skills training:

All actions designed to strengthen a person's autonomy, to empower them and help them build a life project with a view to their social and professional integration. At the IECD, this is formalised by the PATHS for the future training pathway and the comprehensive assistance provided to the people we support.

Socio-professional integration:

A process that combines professional integration with social integration, enabling individuals to flourish in all aspects of their lives and become agents of change.

Guidance (school counselling, career counselling, vocational counselling, employment counselling):

The process of making choices about educational and vocational direction throughout one's life, with a view to devising and realising one's vocational project(s) based on one's interests, skills, the needs of the labour market and the socio-economic context.

Empowerment:

The ability of an individual, group or community to exercise control over their own lives, to make decisions that influence their environment, and to take action to achieve their goals.

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1 Definition taken from the Decent Work Study Report, RMDA, 2023 **2** The term "decent work" is defined by the IECD as a political and normative objective, unlike the term "quality employment" which implies an operational measurement objective (IECD's decision to refer to quality employment -> "Final report on the decent work study - definition of indicators targeting employment quality" RDMA for the IECD). **3** Source: Logical framework of the RELIEEF project

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SUSTAINABLE EMPLOYABILITY: GUIDANCE - INTEGRATION

Figures provided by the International Labour Organisation[4]:

64,9 million **young people (aged 15-24)** were unemployed worldwide in 2023.

3/4 young people **with an insecure job** — In 2023, as in the early 2000s, almost three out of four young adults in sub-Saharan Africa were working in an insecure job, with one in three paid workers earning less than the median wage.

More than 25% **of young people** are in a highly precarious situation, often without stable employment or training prospects.

> The IECD addresses these challenges by fostering sustainable employability, **helping the people it supports to find their direction and integrate successfully and sustainably into both society and the professional world.**

1- SUPPORT FOR SUSTAINABLE EMPLOYABILITY

Sustainable employability (guidance and socio-professional integration) contributes to the fulfilment of an individual's personal, professional and civic life project. It is defined as an evolving process of support for the individual, helping to:

- **Identify and remove the socio-economic and cultural obstacles to social and professional integration**
- **Make informed choices using skills, resources and motivation**

The IECD is not the only player, but rather relies on other stakeholders based on their respective expertise and experience[5].
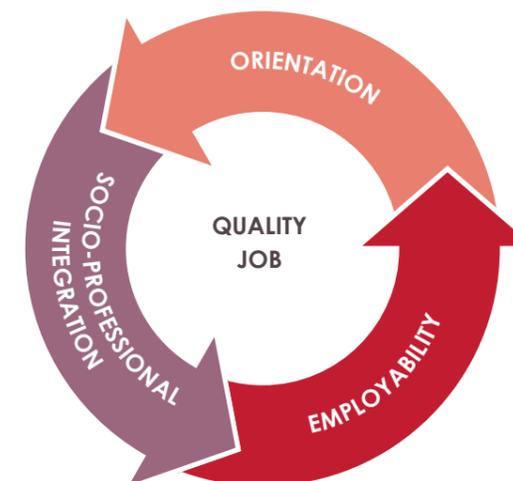
Sustainable employability is illustrated on the left. It should be understood as an iterative development in an individual's life project, i.e. the gradual construction of a pathway to socio-professional integration by adapting to the context. It is a cycle that repeats itself as soon as the individual is looking for a quality job.

ORIENTATION

SOCIO-PROFESSIONAL INTEGRATION

QUALITY JOB

EMPLOYABILITY

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4 Global Employment Trends for Youth, 2024, Executive Summary

5 IECD prospective note and benchmark of external structures working on the employability of young people

2- STRATEGIC OBJECTIVES

The IECD focuses on four target groups:

The people we support (young people in education and/or vocational training, NEETS, families, etc.) with **the aim of**

- Facilitating access for individuals to quality services in terms of career guidance and support for socio-professional integration.
- Improving their long-term employability [6].
- Facilitating the involvement of families or guardians in supporting their child's socio-professional integration.

Employers in order to

- Raising their awareness and/or train them on a range of subjects: improving their practices to enhance the quality of jobs and fair access to positions (different social backgrounds and profiles), etc.
- Involving them in guidance and socio-professional integration.
- Promoting quality jobs and investing in sectors with a social and environmental impact (social enterprises, green jobs, etc.) by creating opportunities in line with labour market needs.

Education, vocational training and other stakeholders in the field of socio-professional integration (schools, training centres, universities, CSOs, etc.) **in order to**

- Encourage the deployment of innovative, sustainable solutions for socio-professional integration and/or to strengthen existing solutions and disseminate good practices to operational partners.
- Train professionals to enable them to acquire the skills needed to implement solutions.

Institutional stakeholders (ministries, public agencies, etc.) with **a view to**

- Raising awareness (advocacy dimension) on issues related to socio-professional integration: promoting vocational training, access to growth sectors for all individuals, etc.
- To emphasise the importance of guidance and socio-professional integration by ensuring that there is a match between the labour market and the training offered.
- Strengthen the institutional players in the formalisation and implementation of solutions linked to the competency-based approach.

3- INTERVENTION PRINCIPLES

The IECD's approach to career guidance and sustainable employability is based on four main principles:

The principle of adaptability

As an international player, the IECD adapts its approach by taking into account the needs of young people and the reality of the labour market.

The principle of anchoring in the ecosystem

In conjunction with its implementation partners, the IECD collaborates with education, vocational training, employment and economic stakeholders to serve the people it supports. As part of this approach, the IECD may redirect the people it supports to specific structures if it does not have the expertise in-house.

The principle of equality

Together with its partners, the IECD fights against discrimination and promotes equality between women and men in terms of access to quality training and/or employment.

The principle of empowerment and sustainability

The IECD strives to support the skills development of local players, with a view to transferring skills and activities and achieving autonomy.

6 Definition of sustainable employability in the Glossary section

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INSTRUCTIONS FOR USE

PART 1 OF THE CATALOGUE OFFERS METHODOLOGICAL TOOLS TO:

- Identify the support needs of GEOs in order to propose appropriate guidance and integration solutions (capacity building for guidance and employment counsellors with reference to the corresponding JCF)
- Identify the entry and exit profiles of beneficiaries

Using these diagnostic tools will make it possible to identify the beneficiaries' exit objectives (determined with the "Identify the entry and exit profiles of young people" sheet) and the needs of the GOE, so that the beneficiaries can be better supported in achieving these exit objectives.

PART 2 OF THE CATALOGUE CONTAINS PRACTICAL INFORMATION SHEETS FOR DEPLOYING SOLUTIONS TAILORED TO THE NEEDS IDENTIFIED ON THE BASIS OF THE CROSS-ASSESSMENT.

➔ **The practical information sheets are divided into 3 categories:**

| Career guidance and planning | Connection with the professional world | Socio-professional integration |

These categories correspond to the different steps of support provided to beneficiaries as part of support for sustainable employability.

Each practical double-sided sheet contains the following information:

- The context
- The target audience
- The deployment methods
- The objectives
- The main result indicators
- The key success factors

- The advantages of the solution
- The prerequisites and main steps for its deployment
- Recommendations from the field in terms of good practice and Red flag out for
- A list of IECD projects of reference deploying the solution and existing internal tools

➔ **In order to make the best possible use of the practical information sheets, we recommend that you follow the methodological guidelines below:**

1 Diagnose support needs and existing tools within guidance and employment offices

2 Determine the entry profile(s) of the beneficiaries beforehand, using the "Identify the entry and exit profiles of young people" sheet

3 Define the final objectives sought in terms of guidance and/or integration in order to identify the relevant solution(s) to be deployed

4 Adapt the chosen solution to the context of the intervention: in particular the needs of the GOE, the entry profile(s) of the beneficiaries, the employment area and the IECD project or IECD partner

5 Contact the people in charge of the projects of reference mentioned in the practical sheet, to obtain further information to facilitate the deployment of the solution

External resources on employability are listed at the end of the catalogue.

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METHODOLOGY

FOCUS ON THE GUIDANCE AND EMPLOYMENT OFFICE

The Guidance and Employment Office (GOE) is one of the IECD's main tools for providing career guidance and socio-professional integration. Mainly based on a physical space (office), its aim is to support people within a training structure (schools, vocational training centres, etc.) in their socio-professional integration.

OBJECTIVES OF THE GOE

- Advise people on building their career plans
- Provide information on educational (academic or university) and professional opportunities
- Organise and lead activities to help build a career plan (cf: PATHS for the future course)
- Prepare people to enter the labour market and support them in their job search
- Facilitate the creation of a network of professionals
- Provide information on business start-up opportunities and help young people to decide whether they have an entrepreneurial profile

PREREQUISITES

- An identified physical space
- Dedicated, trained human resources to monitor people's progress

REFERENT PROJECT

- SESAME project in Madagascar
- Focus on employment in Madagascar

RESOURCES

- Support procedure for a GOE
- Accompanying booklet
- Example occupational profile

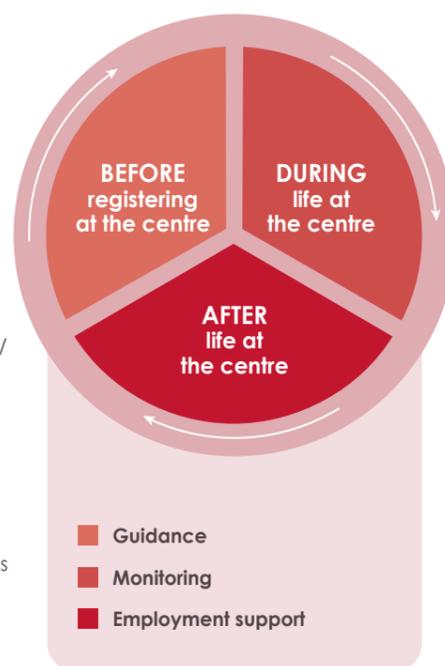## THE GOE'S FIELDS OF ACTION:

Guidance
- Helping people develop their career plans
- Selecting and recruiting trainees
- Information on further study after graduation
- Information on the labour market
- Referral to other structures depending on the needs of the individual

Monitoring
- Organisation of events to put people in contact with sector professionals
- Preparation for real-life work situations and monitoring of the work placement/apprenticeship period
- Development of life skills (communication, self-confidence, taking initiative, professionalism, etc.) via the PATHS training pathway

Employment support
- Identifying employers' needs (in terms of recruitment and skills)
- Individual support for people looking for work and/or developing their business
- Advice on setting up a self-employed business
- Employment surveys
- Networking with professionals and course alumni

BEFORE registering at the centre

DURING life at the centre

AFTER life at the centre

- Guidance
- Monitoring
- Employment support

ASSESSING A GUIDANCE AND EMPLOYMENT OFFICE

Although GOEs often exist within vocational training centres (or on their outskirts when they serve several of them), their operations can sometimes be informal and marginal in relation to the main activity, and their development is far from being a priority. Putting GOEs at the heart of the centres' activities means making them more professional. The first step in this process is to carry out a diagnosis to identify what needs to be strengthened and structured.

SOLUTION

GOE self-diagnosis grid

BENEFICIARIES

Centre managers/directors

→ **Objectives**
- Identify the GOE's strengths and areas for improvement.
- Prepare an action plan to strengthen the GOE.

→ **Method**
- The diagnosis is presented in the form of a grid (Excel table). Ideally, this diagnosis is carried out in a guided way during an exchange between the GOE and the project team. This provides a better understanding of how the partner operates.

KEY SUCCESS FACTORS
- Initiate a constructive dialogue with the partner to build momentum for further development

THE BENEFITS OF THE SOLUTION
- Quick and easy to use

REFERENT PROJECT
- AT project in Cameroon
- Programme managers

RESOURCES
- GOE self-diagnosis grid.xlsx
- Quality tool - Guidance, integration, life project.docx

Instructions for completing the Excel file:

In the "overal" tab, fill in the key organisational elements: is there a formalised GOE within the training centre? What are the associated human resources and tasks? How many young people are supported, etc.? Then tick the boxes that correspond to the activities carried out by the GOE or equivalent.

If one of the activities does not appear, you can add it under "Other", of course specifying the activity in question. The "comments" column can be used to specify certain information.

Once the "global" tab has been completed, transfer the columns (activities/tools) that have been ticked in the "centre" tab.

For each of the activities/tools, 4 headings must be filled in as accurately as possible.
- Details of activities carried out: give an exhaustive description of the content of the activities (duration, frequency, resources, etc.).
- Strengths: indicate the strengths of the way in which this activity is implemented.
- Difficulties encountered: indicate the difficulties encountered in carrying out this activity.
- Identified needs: give details - in relation to the difficulties encountered - of how to identify.

IDENTIFYING THE ENTRY AND EXIT PROFILES OF YOUNG PEOPLE

Identifying a young person's entry and exit profile helps to better adapt the support provided to their needs, skills and aspirations, and to better prepare them for integration into the labour market.

Beneficiaries: any young person wishing to benefit from a guidance programme and/or socio-professional integration.

HOW THE ENTRY PROFILE IS DEFINED:

This involves identifying the young person's needs by making an assessment of various material factors, including their socio-economic situation, educational level, social integration and skills. This assessment also depends on more subjective factors, such as the young person's motivation, interests and career aspirations. The matrix of criteria used to assess a young person's entry profile is set out below. This assessment can lead to the definition of a multitude of entry profiles. [7]

█ Criteria   ░ Sub-criteria

BIOGRAPHICAL DATA [8]

- Age, gender, geographical location, nationality (refugee status), health statement
- Family situation, socio-economic conditions, level of vulnerability, social connections
- Educational and professional background, level of training and specialisation
- Interests and career aspirations

- Level in terms of technical, academic, linguistic and life skills: area of expertise, level, strengths and weaknesses
- Areas for improvement
- Experience in job search and access to and mastery of digital technology applied to job search
- Projection into employment / self-employment

COMMITMENT

- Level of motivation
- Level of commitment to take part in the programme

- Identifying specific needs

EXIT TARGETS

- Greater career visibility
- Access to and retention in education
- Obtaining a higher level of education
- Skills enhancement

- Improving employability
- Obtaining a job
- Improving working conditions

DEFINING THE EXIT PROFILE:

This involves identifying the young person's ideal situation after completing the support programme. This ideal situation depends on the young person's entry profile and the objectives set by the support programme. The various exit profiles can be structured around the following objectives.

█ Objectives   ░ Indicators

BUILDING AN ORIENTATION PLAN

- The young person has drawn up a career plan in line with his or her interests, skills and the demands of the job market

BUILDING A CAREER PLAN

- The young person has increased their knowledge of sectors, trends and careers
- The young person has a better vision of their potential career progression and future employment prospects

IMPROVING EMPLOYABILITY

- The young person has acquired technical skills that meet the needs of the job market
- The young person is able to apply the skills acquired effectively in real working conditions

- The young person has acquired relevant life skills, a professional attitude and the ability to adapt
- The young person has a professional network that can be mobilised

POSITIVE OUTPUT [9]

- Education / Training
- The young person enters and stays in education/training
- The young person is continuing their studies to improve their skills and obtain a higher level of qualification
- Jobs
- The young person has found a job

- The young person is employed under stable, high-quality employment conditions, in a job that matches his or her skills, interests and objectives.
- The young person is satisfied with his or her professional situation and shows commitment in the workplace
- The young person has set up a successful self-employment business

This tool for identifying entry and exit profiles complements the young person's self-assessment in terms of life skills (see PATHS training pathway).

REFERENCES

- Headquarters' programme coordinator or manager

RESOURCES

- Matrix of young people's entry and exit profiles.xlsx
- VF Input/Output Profiles.pptx

[7] It should be noted that two young people with similar educational backgrounds and socio-economic conditions may have different exit objectives, and therefore different entry profiles.

[8] This biographical data is collected through a needs assessment. This cannot always be carried out on an individual basis in all programmes. It depends on the funding constraints in terms of average cost per beneficiary.

[9] For employment, the positive output is measured 6 months after the end of the course for short courses and 12 months for long courses.

CAREER GUIDANCE

AND CAREER PLANNING

HELPING YOUNG PEOPLE DISCOVER CAREERS

In an ever-changing world of work, there is still a gap between the diversity of existing careers and young people's knowledge of them. To reduce this gap and encourage young people to choose a career path that meets the needs of the labour market and prevents them from dropping out of school, it is essential to help them discover careers, understand their aspirations and build career plans that are in line with the needs of the labour market.

SOLUTION

"Constructing one's identity" and "Constructing one's life project" modules as part of the PATHS training pathway, aimed at facilitating the employability of beneficiaries and promoting decent, sustainable social and professional integration

TARGET GROUP

Anyone looking to build their career plan

Objectives

- Help young people develop their career plans
- Help young people to reveal their talents and identify their strengths and areas for improvement
- Introduce young people to careers and business sectors
- Boost their self-esteem and self-confidence

Method

- Face-to-face, using a wide range of teaching activities: case studies, role-playing, testimonials from professionals, enterprise surveys, etc.

Performance indicators

- Number of people referred to a course of their choice
- Number of people with a career plan in line with their abilities and desires
- Number of people able to identify their strengths and areas for improvement

Key success factors

- Appoint a single contact person to implement the modules
- Mobilise a network of local partners, former students and employers to support the young person
- Integrate the modules into the technical, academic or vocational training pathway

The benefits of the solution

- A modular and adaptable training programme
- Personalised support for each young person

BEST PRACTICES

- **Adapt** the content of the training modules to the cultural context and translate them into the local language for better understanding/assimilation if necessary.
- **Identify** a guidance and employment counsellor within each training centre to support young people individually and train them in active pedagogy and educational themes (support mechanisms, educational authority, active listening, etc.).
- **Develop** a database with the various partners that can be approached.
- **Invite** former students to talk about their career paths.
- **Work** with families, where possible, to ensure that young people's professional choices are linked to and supported by their entourage.
- **Put in place** a tool/book that enables young people to formalise their life project and incorporate all the processes involved (career surveys, research work, etc.).
- **Encourage** an open dialogue where all young people can ask questions, express their fears, their hesitations, etc.

RED FLAGS

- **Integrate** the activity sessions into the technical, academic or vocational training pathway to avoid the risk of fragmented support between technical skills and life skills.
- **Prevent** young people from dropping out of school by ensuring that their career choices are motivated by their own desires and skills and not by external expectations.
- **Avoid** a complicated job search once they have completed their training, young people need to be supported to become aware of the realities of the job market, the sectors that are growing or declining, and the careers of the future.
- **Prevent** compulsory career guidance by promoting an open approach in which all career options are available to everyone.
- **Avoid** unnecessary pressure, which can lead to stress and blockages for young people, by respecting the fact that some people may need more time than others to find their way.

Projects of reference

- RELIEEF Hub project in Republic of the Congo
- IPAJ project Pre-training in Central African Republic
- DNC project in Tunisia
- Education and employability expertise at IECD headquarters via programme coordination

Resources

- 2 modules with teaching sheets from the PATHS for the future course "Constructing your identity" 11 hours and "Constructing your life project" 14 hours modular and adaptable to the context Helping young people discover careers
- An example of a life project with a professional project section Tool - IECD life project.pdf
- Support booklet for building a career plan.pdf
- "Company visit" practical information sheet

Prerequisites

PREPARING THE ROLL-OUT OF ACTIVITIES

- Draw up specific session sheets for the "Constructing your identity" and "Constructing your life project" modules, based on the teaching sheets
- Agree on the roll-out arrangements

1 SELF-KNOWLEDGE

- Carry out an assessment of your school career and a self-assessment of your skills using the PATHS guide tools
- Through self-awareness and reflection workshops, identify young people's talents, strengths and areas for improvement

2 EXPLORING OCCUPATIONS AND BUSINESS SECTORS

- Encourage young people to conduct career surveys among their peers
- Create occupational profiles adapted to the context by starting from what already exists and making them accessible to everyone

3 IDENTIFYING SKILLS AND ASPIRATIONS

- Organise exchange sessions with partner employers in various sectors
- Help young people to explore one or two careers that interest them in terms of their aptitudes and skills

4 BUILDING A CAREER PLAN

- Help young people to develop their plans: objectives, resources, types of training available, duration and enrolment procedures, etc.
- Provide individual feedback on career plans

5 VALIDATION OF PROFESSIONAL PROJECTS

- Check that your career plan is consistent with your personal aspirations
- Ask young people to present their career plans to a panel of industry professionals
- Check that your career plan is consistent with your personal aspirations

CONNECTION

WITH THE PROFESSIONAL WORLD

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DEVELOPING THE PROFESSIONAL ATTITUDE OF YOUNG PEOPLE

However essential it may be, technical expertise is not enough to ensure young people's employability. Communications skills, the ability to work as part of a team and adapting to change, among others, are skills that make it easier to integrate into the constantly evolving labour market.

SOLUTION

"Developing assertiveness" and "Developing employability" modules as part of the PATHS training pathway, aimed at promoting the employability of beneficiaries and facilitating decent, sustainable social and professional integration

BENEFICIARIES

Aimed at anyone looking for professional integration

Objectives
- Position young people as responsible individuals in the workplace
- Help young people to communicate effectively in the workplace
- Encourage young people to work together effectively and manage conflict
- Support young people in using and communicating via digital tools

Method
- Face-to-face, using a wide range of teaching activities: case studies, role-playing, enterprise visits, group work, periods of professional immersion, etc.

Performance indicators
- Satisfaction rate of employers receiving young people on work placements
- Number of people who have improved their communication and conflict management skills
- Number of people who know how to use digital tools

Key success factors
- A single contact person identified for the implementation of the modules
- Integration of modules into technical, academic or vocational training courses

The benefits of the solution
- A modular and adaptable training programme

BEST PRACTICES 👍
- **Adapt** the content of training modules to the cultural context and in the local language for better understanding/assimilation if necessary.
- **Build** a shared database between the various projects (and/or partners) for the implementation of work placements.
- **Encourage** companies to provide feedback and assessments so that young people can understand what is really expected in the labour market.
- **Set up** a tool/booklet to help young people formalise their career plans and the key elements of their professional attitude.
- **Conduct** an individual interview before the placement to ensure that the young person is sufficiently prepared.
- **Identify** a guidance and employment counsellor within each centre and train them in various pedagogical and educational themes (support approach, educational authority, active listening, etc.).
- **Put** professional attitudes into practice by organising work placements or immersion periods in businesses.
- **Assess** the progress made and encourage young people to persevere in their learning.

RED FLAGS
- **Integrate** the activity sessions into the academic and vocational training pathway to avoid the risk of fragmented support between technical skills and life skills.

Projects of reference
- IPAJ Pre-Training project in Central African Republic
- DNC project in Tunisia
- Education and employability expertise at IECD headquarters via programme coordination

Resources
- 2 modules with teaching sheets from the PATHS training pathway "Developing assertiveness" (16 hours) and "Developing employability" (12 hours), which can be adapted to suit the context Developing young people's professional attitude
- An example of a life project with a professional project section Tool - IECD life project.pdf
- Support booklet for building a career plan.pdf

To find out more
- FP Preparing and supporting young people on work placements

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Prerequisites

EXPLORING THE DEMANDS OF THE WORLD OF WORK
- Analyse employers' expectations and the behaviour required in different sectors
- Establish partnerships with companies

1
PREPARING THE ROLL-OUT OF ACTIVITIES
- Identify the relevant PATHS training modules to be rolled out
- Draw up the session sheets based on the pedagogical sheets and choose the deployment methods

2
RAISING AWARENESS OF PROFESSIONAL POSTURE
- Lead sessions on communication, conflict management and argumentation
- Organise workplace visits as a first contact with the labour market and observe young people's behaviour

3
ENHANCING PROFESSIONAL SKILLS TO PROMOTE EMPLOYABILITY
- Lead sessions on the themes of digital technology, adaptability, critical thinking and discernment, teamwork and professional attitudes

4
REAL OR SIMULATED SITUATIONS
- Organise role-playing and group work to put young people in the right conditions
- Set up work placements with partner companies

5
PROFESSIONAL ASSESSMENT AND ADJUSTMENT
- Regular monitoring of work placements and a final assessment to reinforce what has been learnt and adjust the career path - with constructive feedback in the presence of the young person and the work placement supervisor.
- Validate the coherence of the career plan

PREPARING AND SUPPORTING YOUNG PEOPLE ON WORK PLACEMENTS

A work placement is a turning point for young people, often their first real immersion in the professional world. However, there is often a gap between the image they have of companies and the reality of the workplace, with its rules and codes. It is vital to support young people during this crucial period. Regular support encourages learning and helps them adapt to the working environment, while encouraging them to gain self-confidence and make the most of their experience through caring supervision.

SOLUTION

The work placement period serves as a springboard for young people to enter the labour market. It is therefore necessary to prepare them in advance and support them during this period in order to boost their employability

BENEFICIARIES

Young people in technical education and vocational training

Objectives
- Enable young people to discover the professional world and learn in a real work situation
- Develop young people's practical skills and professional attitude

Method
- Face-to-face at partner companies, supervised by an internship supervisor and monitored by TVET CENTRE staff. The period and duration of the work placement, determined by the school, can vary from a few weeks to a few months

Performance indicators
- Young people's satisfaction rate
- Level of company satisfaction with the technical skills and attitudes of trainees/apprentices

Key success factors
- Training course supervisors
- Follow-up visits by TVET CENTRE staff

The benefits of the solution
- Integration of company codes
- Developing a professional network
- Possible recruitment f or young people

BEST PRACTICES 👍

- **Promote** the benefits of internships to companies and institutions to encourage them to take on trainees (e.g. by organising visits to TVET centres, rolling out a communications campaign, lobbying ministries, etc.).
- **Contact** groups of companies to make it easier to identify a large number of training places before launching the course.
- **Set up** and run a network of company tutors to maintain ongoing contact and facilitate work placement.
- **Implement** training courses for tutors on welcoming trainees, teaching supervision and gender stereotypes.
- **Get in touch** with organisations that provide funding for work placements or make it part of the host company's responsibilities to cover young people's daily expenses.
- **Raise** young people's awareness of the value and purpose of an internship, prepare them for the internship (human skills, attitudes in the workplace) and place them in pairs in the workplace, particularly for those who are far from the workplace, in order to prevent abuse, particularly for girls.
- **Put in place** monitoring tools to be completed by young people and tutors and given to the TVET CENTRE at the end of the placement (e.g. placement logbook).
- **Train** former students who are professionals in the sector to become supervisors for future cohorts.

RED FLAGS 🚧

- **Reduce** the risk of trainees dropping out, maintain regular contact with them.
- **In order to maintain** links with enterprises and report any problems that may arise, identify reference points available within the centres to carry out visits to monitor placements and assess the quality of the support received and the company's compliance with the specifications, the behaviour of the trainee, etc.
- **In order to prevent** the risk of abandonment, ensure that the working environments of host enterprises are accessible/proximate, inclusive and safe (changing rooms and toilets for women, adapted technical platforms, geographical isolation, etc.).
- **Remove** peripheral obstacles and limit the risks of dropping out, ensure that the material conditions of the placement comply with legal standards or enable the trainee to continue with the placement (remuneration, transport, insurance, accommodation, etc.).
- **Remain** vigilant with regard to the potential risk of abuse of power and violence, particularly with regard to women and girls, by setting up a complaint's mechanism with a designated focal point at the training centre.

NB: where work placements are compulsory, there is no pre-selection of young people.

Projects of reference
- HCTC project in Thailand
- FA project in Cameroon
- EIC project in Ivory Coast
- IPAJ project in Central African Republic

Resources
- Sample letter of request to host trainees
- Example of an internship agreement - ENG
- Example of an internship agreement - FR
- Example work placement logbook
- Sample work placement log - ENG
- Sample evaluation form for work placement students
- Example ENG course grading grid
- Example skills analysis grid ENG
- Sample satisfaction survey form for work placements
- Example of a policy to raise awareness and protect against abuse

To find out more
- FP Develop your professional posture

Prerequisites

ORGANISING INTERNSHIP CONTENT
- Define the objectives of the internship in line with the young person's career plans
- Clarify the skills to be acquired during the internship (technical, behavioural, interpersonal)
- Prepare the monitoring tools and equipment necessary for the smooth running of the internship
- Train the internship tutors

1 IDENTIFYING YOUNG PEOPLE FOR WORK PLACEMENTS
- Identify and draw up lists of young people to be placed on work placements
- Pre-select young people on the basis of their motivation (according to project)

2 PROSPECTING AND SELECTING HOST COMPANIES
- Identify and contacting companies
- Visit companies to assess the environment and the number of internship places available
- Draw up and sign a partnership agreement

3 PREPARING FOR PLACEMENT
- Select young people on the basis of the company's criteria
- Implement a policy to raise awareness and protect against abuse (PPCA)
- Train course tutors
- Draw up and sign an internship agreement for young people

4 INTEGRATION OF TRAINEES
- Prepare the young people's arrival at the company by drawing up a schedule of activities for the first week
- Take the time to welcome young people on the day and show them around the premises
- Ensure pedagogical and technical supervision by the tutor

5 MONITORING TRAINEES AND EVALUATING THEIR EXPERIENCE
- A visit to the company by a TVET CENTRE professional: interviews with the tutor and the young person
- Evaluate the work placement period with the young person and the tutor, using the work placement logbook, the agreement with the objectives or the evaluation grid if provided

ORGANISING A JOB FORUM

Beyond the acquisition of purely technical skills, a lack of knowledge of the business world can be a barrier to young people entering the job market. Putting learners in touch with professionals in the sector into which they wish to enter is fundamental to the process of professional integration.

SOLUTION

Organising a job forum bringing together students, graduates and professionals enables young people to explore their career possibilities and make professional contacts with a view to entering the job market, building a professional network and identifying internship or job opportunities

BENEFICIARIES

Young people in training and former students of participating partner vocational training centres

Objectives

- Promote knowledge of business sectors and present internship opportunities
- Create a space for candidates and recruiters to exchange ideas and network
- Offer workshops on careers, in-demand skills and job-seeking techniques to help young people enter the workforce

Method

- The forum can be organised once or twice a year, either at the training centre or elsewhere. Ideally, it should be prepared 2 months before the event

Performance indicators
- Number of participants (jobseekers)
- Number of participating companies
- Number of salaried positions or internships offered by companies to Forum participants

Key success factors
- A framework document drawn up in advance and an appropriate action plan
- Guidance and integration officers involved and empowered in the organisation of the forum
- Companies involved in the event as hosts

The benefits of the solution
- Strong links between companies and vocational training centres
- A training centre with a stronger reputation
- A committed private sector generating a positive impact for young people

BEST PRACTICES

- **Ensure** that the partner centre's guidance and integration counsellors receive training beforehand so that they are able to carry out the tasks involved in organising the forum and running specific workshops.
- **Involve** the private sector in the forum as exhibitors to organise sessions designed to mentor and strengthen young people's employability skills.
- **Put in place** a communications plan around the forum to attract and mobilise participants (publishing posts on social media before the forum, sharing success stories and experiences from previous forums).
- **Offer** new activities linked to employability (for example, organise self-knowledge workshops, discover new sectors that are recruiting, etc.).
- **Enhance** the image of partner companies, depending on their level of commitment to the organisation of the forum (sponsor or standard participant).
- **Develop** monitoring tools before and during the event: diary, checklist to facilitate logistical organisation, matrix of responsibilities specifying the distribution of roles among staff to avoid any confusion, attendance list of companies and young participants, satisfaction surveys.

RED FLAGS

- **Pay** particular attention to ensuring that every stand is well frequented, so that all the exhibitors can make the most of their presence, by guiding young people according to their needs to help them achieve their objectives and promoting all the private partners present at the forum.

Projects of reference
- EDUTOP Project - EmployAbility in Lebanon
- FAPAR/EIB project in Morocco
- EIB project in Republic of the Congo

Resources
- Example of a concept note ENG
- Example of a work plan ENG
- Example of allocation task
- Sample dashboard Participants
- Example of a poster presentation
- Example of a social network post
- Example ENG Forum Report

Prerequisites

DEFINING THE FORUM
- Draw up a concept note: objectives, schedule, timetable, etc.
- Identify appropriate activities, workshops and conferences

1 DEVELOPING AN ACTION PLAN
- Define the various tasks and sub-tasks and designate those responsible for them
- Identify the human resources required
- Define the results to be achieved

2 PROSPECTING FOR PARTNER COMPANIES
- Identify companies and send out invitations
- Draw up an attendance list
- Communicate the final agenda one week before the event

3 PREPARING LOGISTICS AND COMMUNICATIONS
- Prospect and select premises
- Plan logistics and purchasing: food, transportation
- Promote the event through various media: radio, social media, newspapers, website, etc.

4 INVITATION TO JOBSEEKERS
- Identify interested schools
- Invite young people and graduates who are looking for work, by involving guidance and integration counsellors
- Draw up an attendance list

5 PREPARING THE HR ORGANISATION OF THE FORUM ON THE DAY
- Define and allocate the responsibilities of each supervisor and host on the forum a few days before the big day

RUNNING A JOB FORUM

Given the diversity of the participants involved, it is essential to ensure that everyone's expectations and interests (young people, TVET CENTRE, enterprises) are taken into account. The forum has a threefold objective: build bridges between young people and the private sector ; promote the training offered by the partner centre and consolidate the links between those involved in training and companies.

SOLUTION

A range of useful and easy-to-use tools are available to help you run a job forum effectively and achieve your objectives. The running of this event relies mainly on the partner centre's teams, supported by the IECD

BENEFICIARIES

Young people in training and former students of participating partner TVET centres

Objectives

- Enable young people to discover the labour market and get in touch with those involved in their training sector
- Prepare young people for the recruitment process

Method

- During the job forum, participants can take part in a range of guidance and integration activities (workshops, conferences, meetings with professionals, etc.). These activities can be led by different types of people: companies, sector institutions, employment agencies, etc.

Performance indicators

- Young people's participation rate
- Number of companies involved
- Number of companies and young people in contact after the forum
- Young people's satisfaction rate
- Company satisfaction rate

Key success factors

- A logistics team with distinct, coordinated roles and clearly defined responsibilities
- A variety of workshops and stands tailored to the needs of participants
- Professionals involved in organising and running the workshops

The benefits of the solution

- An opportunity for young people to network and for centres to promote their training courses
- Support for the creation of tools (CV, CL) to make job-hunting easier
- An opportunity to train IOCs and attract new partners
- An opportunity to promote companies

BEST PRACTICES

- **Involve** the TVET CENTRE team(s) from the design Step of the event and support them in coordinating their skills development.
- **Select** professional participants on the basis of their recruitment needs and the suitability of the positions offered for young people's training.
- **Prepare** their visit/participation in the forum with the young people beforehand.
- Set up a structured network of coordinators, with each member responsible for a clearly identified task (reception, registration, etc.).
- **Run** employability workshops (CV writing, mock job interviews) and cross-disciplinary skills workshops (e.g. stress management, creativity) and involve professionals in running them (cf: PATHS course).
- **Organise** awareness-raising sessions on entrepreneurship to open up this opportunity to young people.
- **Create** monitoring tools to measure participation rates and participant satisfaction (e.g. questionnaires).
- **Highlight** and thank the companies and institutions involved (take photos, promote the partnership, send a thank-you note).
- **Innovate** by offering new workshops and company participants every year.
- **Enable** active alumni to run stalls and organise workshops for young people in training, enabling them to showcase their work (e.g. the Alumni Talent Showcase on SESAME).

RED FLAGS

- **Limit** the isolation of certain professionals and the imbalance of interest between the various stands, accompany young people to enable them to take full advantage of all the activities offered.
- **In order to reserve** time for networking, make sure you balance the time spent taking part in workshops so as to free up time.
- **Avoid** overlap, offer a suitable number of activities and organise them in a complementary way over different time slots.
- **Prevent** the event running out of steam, follow up with participating companies and keep the network active. Maintain the momentum of company involvement after the event, by obtaining feedback and considering potential partnerships.
- **Measure** the impact of the event on young people's career plans and paths by means of job placement surveys among young people and satisfaction surveys among companies, in order to identify any difficulties young people may have in finding employment.

Projects of reference

- SESAME project in Madagascar
- Employability project in Lebanon
- RELIEEF project in Republic of the Congo

Resources

- Sample schedule activity
- Example of a guidance and integration activity ENG
- Example of a participant tracking tool
- Example of post-event publication
- Sample questionnaire satisfaction

Prerequisites

PREPARATION OF THE JOB FORUM

- Identify the location and stakeholders for the job forum
- Set the objectives of the job forum
- Communicate about the job forum on social media

1 WELCOMING PARTICIPANTS (YOUNG PEOPLE AND COMPANIES)

- Set up the stands
- Prepare registration and attendance lists
- Distribute the programme of activities and present the day's programme and speakers

2 RUNNING STANDS, CONFERENCES AND WORKSHOPS

- Respect registration quotas
- Circulate and check that the workshops/conferences are running smoothly
- Provide communications tools

3 MANAGING FLOWS BETWEEN SPACES AND ACTIVITIES

- Guide participants between all the spaces on offer
- Issue regular announcements to launch conferences and workshops
- Ensure that stands and workshops are not overcrowded or full

4 PROMOTING THE EVENT

- Designate a person to take photographs and/or videos of activities
- Interview a few participants to gather their impressions
- Think about post-event dissemination to increase visibility

5 EVALUATING EXPERIENCE AND CAPITALISATION

- Distribute satisfaction questionnaires to participants (young people and professionals)
- Thank the speakers and companies present by e-mail
- Analyse responses and writing a report
- Archive all documents produced in a digital file

SETTING UP A SOCIAL ENTERPRISE SCHEME

Faced with the growing expectations of young people looking for practical, meaningful training, successfully entering the job market and in a context where employability is a major issue is a challenge. The social enterprise scheme, combining theory and practice within a training centre, is an innovative and structuring response to this issue. The scheme enables young people and their trainers to work in real-life conditions, while being supported on a daily basis as they learn.

SOLUTION

The social enterprise with an educational vocation

BENEFICIARIES

Young people
in vocational training

Objectives

- Enhance young people's employability through practical experience in real-life conditions
- Generate income to finance part of the high-cost hotel and catering training programme

Types of enterprise

Several types of social enterprise can be considered depending on the context (e.g. hotel/restaurant sector):

- Training hotel and/or restaurant: receiving customers on a daily basis
- Boutique: physical point of sale for products from the training course
- Online form: order products to supply seminars and events
- Events: catering for internal events (requires dedicated space) and external events

Performance indicators

- Number of people trained in business management
- Number of partners involved in setting up the company
- Number of hours of real-life training provided
- Number of projects/missions completed per year

Key success factors

- Good communication at the launch
- The involvement of professionals in the creation of the company
- Focusing on quality production

The benefits of the solution

- Learning in real-life conditions
- An improvement in young people's self-confidence
- Improving the centre's image with businesses
- An opportunity to train IOCs and attract new partners
- An opportunity to promote companies

BEST PRACTICES

- **Identify**, from the outset, a local governance body that will take over the management of the company in the long term.
- **Recruit** trainers "eg.former students" who understand the concept.
- **Open** gradually to ensure a smooth transition between academic training and training in real-life conditions
- **Ensure** that all profits are used for training purposes only.
- **Find** ambassadors to promote the company.
- **Anticipate** difficulties in recruiting staff by launching recruitment quickly and offering decent conditions and additional training.
- **Define** a fixed menu at the start to ensure production quality.
- **Ask** for feedback from customers and professionals at launch.
- **Improve** synergies between establishments with a social enterprise to facilitate the sharing of practices.

RED FLAGS

- **Accept** the gap between business productivity and learning by building the social enterprise around the skills to be acquired, not the turnover to be achieved.
- **Avoid** charging training costs to the social enterprise so as not to exceed the company's balance sheet.
- **Find** out about the necessary permits beforehand to avoid blocking the set-up process and slowing down the launch of the social enterprise.
- **Avoid** setting up a social enterprise without involving the partner training centre to ensure the sustainability of the enterprise.
- **Don't neglect** to take the context into account when choosing your strategic positioning to create a realistic business model.
- **Avoid** building a business model that is too dependent on a single source of income by diversifying your activities: events, seminars, continuing education, etc. to ensure a fixed income.

Projects of reference

- TREMPLIN MAD and La Rizière projects in Madagascar
- The French bakery project in Vietnam
- Head of Headquarters' H&C Programme
- Head of Operations in Asia
- Head of HR in Madagascar

Resources

- Presentation IECD Social Enterprise Working Group Final report
- Guide to setting up an LBF school - Preliminary stages
- Guide to setting up an LBF school - Fundamentals of the project
- Article Social enterprise at IECD

Prerequisites

MARKET RESEARCH

- Identify job opportunities in the sector
- Find out about legal and regulatory aspects and safety standards
- Identify the business model
- Approach partner companies and suppliers

1 CREATING A SOCIAL ENTERPRISE

- Draw up the administrative file for status and certifications
- Draw up the business plan and strategic positioning
- Carry out internal procedures
- Create a company-specific bank account

2 SPATIAL PLANNING

- Draw up a list of the equipment needed with professionals
- Create functional and educational spaces
- Buy equipment

3 SETTING UP THE TEAM

- Identify a governance structure specific to the company
- Recruit and train staff
- Recruit a business expert to launch the company

4 COMPANY LAUNCH

- Adapt training programmes to the company
- Define the opening terms and conditions
- Organise the opening: events and communication

5 MONITORING AND ASSESSMENT

- Develop tools for monitoring internal procedures
- Update the business plan regularly
- Create business management tools

MANAGING A SOCIAL ENTERPRISE SCHEME

Managing a social enterprise is complex and involves running a real business while keeping the educational aspect at the heart of decision-making. This educational aspect has an impact on the management and development of the enterprise and requires a constant balance to be maintained between entrepreneurial management and training. The aim of managing a social enterprise is to make it independent so as to ensure that young people continue to receive quality training.

SOLUTION

The social enterprise with an educational vocation

PUBLIC

All training centre teams

Objectives

- Enable the structure to be independent
- Develop a showcase company to demonstrate the quality of your training

Methods

Management of a social enterprise can take several forms:

- Greater or lesser involvement of the local partner in the governance of the company
- External recruitment or internal training of company staff

Performance indicators

- Self-financing rate
- Number of annual customers
- Rate of positive outputs
- Number of private partnerships signed
- Number of young people involved in production for sale

Key success factors

- A constant link with companies
- Regular training for social enterprise management
- A balance between training and business
- Ongoing training for trainers

The benefits of the solution

- Diversification of learning models
- Reducing practice-related production waste
- Financing good quality equipment

BEST PRACTICES

- **Train** management to run a social enterprise.
- **Take** the time needed to train trainers and young people in the technical basics.
- **Network** social enterprises.
- **Develop** and certifying training courses for trainers.
- **Position** slightly below market prices.
- **Favour** framework contracts with enterprises to promote control of its production.
- **Regularly ask** customers for feedback on product and service quality.

RED FLAGS

- **Avoid** a significant work overload for the teaching team by structuring the training schedule around the social enterprise.
- **Anticipate** the impact of rising energy and raw material prices to adjust purchases and optimise production costs.
- **Avoid** demanding too high a level of quality from the company, to the detriment of its long-term survival.
- **Prevent** young people from dropping out due to the difficulty of the training by increasing the number of work experience placements.
- **Separate** training costs from company costs so that training costs do not destabilise the company because it cannot bear them.
- **Anticipate** an exit strategy with the partner to empower the social enterprise.

© IECD Madagascar

Projects of reference

- TREMPLIN MAD and La Rizière projects in Madagascar
- HCTC projects, La Boulangerie Française in Vietnam
- Head of Headquarters H&C Programme
- Head of Operations in Asia
- Head of H&C in Madagascar

Resources

- Operations Training Manua: training the trainers
- Presentation IECD Social Enterprise Working Group Final report
- Guide to setting up an LBF school - Preliminary stages
- Guide to setting up an LBF school - Fundamentals of the project

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EQUIPMENT

- **Buy equipment in the country**
- **Involve professionals in equipment diagnoses**
- **Design the space to enable learning**

GOVERNANCE

- **Train social enterprise management in business management**
- **Build a skills transfer strategy**
- **Develop mentoring between private and social enterprise**

TRAINERS

- **Draw up a training plan for each trainer**
- **Send trainers on regular immersion visits to partners**
- **Promote peer-to-peer training via networks**

YOUNG PEOPLE

- **Repeat the basic gestures every day**
- **Develop a mentoring system for young people**
- **Teach young people how to manage stress in the workplace**

BUSINESS MODEL

- **Create a sales plan with a strategy, schedule and resources**
- **Diversify its methods: continuing education, etc.**
- **Separate the financial side of training from the business side**

MONITORING/EVALUATION

- **Monitor production costs and cash flow**
- **Send qualitative surveys to partner enterprises**

SETTING UP A MENTORING PROGRAMME

Mentoring plays an essential role in supporting young people as they make the transition to the world of work, where they can often find it difficult to adapt in a company, whether on a work placement, an apprenticeship or once in their job. As a complement to their training, it offers sympathetic and educational support, focusing on learning by "doing" enables young people to better understand the expectations of the professional world, while benefiting from personalised advice and access to networks.

SOLUTION

Mentoring, pairing up a working professional with a young person undergoing training or in the process of integration

BENEFICIARIES

Young people in training, looking for work and/or already in work

Objectives

- Support young people to improve their integration into the world of work
- Reinforce professional and/or cross-disciplinary skills and improve young people's employability
- Facilitate the integration of mentees through the mentor's professional network
- Help young people to define their career goals and set up concrete action plans

Method

- Each mentoring programme can deploy methods that are specific to its needs

Performance indicators

- Number of mentees completing the programme who have found a job
- Mentee attendance rate
- Satisfaction rate of mentees and mentors

Key success factors

- Clear programme objectives and rigorous selection of young people
- Suitable premises, resources and tools
- The involvement and commitment of mentors
- Flexibility in the implementation of activities, taking into account the availability of stakeholders (mentees, mentors, facilitators and member enterprises)
- Setting up a structured framework defining the rules for support and the responsibilities of each party (charter, contract, etc.)

The benefits of the solution

- Privileged access for participating enterprises to emerging talent trained as part of the mentoring programme
- Professionals developing their leadership skills by guiding and sharing their experiences with young people

BEST PRACTICES

- **Ensure** that young people's training is consistent with market opportunities.
- **Find** mentors with profiles that match the young people's professions to lead one-to-one interviews and provide effective support.
- **Strengthen** the young people's job-seeking skills through the mentor's support.
- **Encourage** independent young people to find a mentor themselves, for example during a work placement or a networking event, while inviting them to inform their establishment/structure to formalise and structure this relationship.

RED FLAGS

- **Prevent** young people from dropping out or mentors from becoming disengaged by adapting the format and schedule to take account of the availability of young people and mentors (practising professionals).
- **Choose** a space that is inaccessible to everyone risks limiting meetings and exchanges, by excluding some of the participants for practical or geographical reasons. This can also hamper collective commitment, reduce the impact of actions undertaken and reinforce inequalities in access to information and opportunities.
- **Prevent** problems of disengagement by putting in place a mentor/mentee commitment charter to validate the adherence of both parties to the support boundaries and to avoid any exposure to abuse by creating a benevolent framework and quality support.
- **Prevent** the risk of misalignment between the objectives set and the actions taken, and the loss of crucial information, by setting up a mentor's logbook, a sign-in sheet and minutes of each session.

Projects of reference

- RELIEEF project in Republic of the Congo in association with UniCongo
- SESAME project in Madagascar

Resources

- Presentation Mentoring, the key to success for young people and enterprises

Prerequisites

FRAMING THE MENTORING PROGRAMME

- Define the programme's vision: mission, objectives
- Identify stakeholders (companies, mentors, mentees, etc.)
- Assess young people's needs and financial and material resources

1 PROGRAMME DESIGN

- Draw up a schedule of activities and mentoring arrangements (duration)
- Contact and communicate with universities, companies and individuals to present the programme
- Propose a memorandum of understanding for signature

2 RECRUITING MENTORS AND MENTEES

- Discuss and present the programme to students
- Send a registration form
- Select motivated young people
- Contact companies or former students to present the programme
- Recruit willing and available mentors through interviews

3 MENTOR TRAINING

- Organise training sessions for mentors on best mentoring practice and on subjects relevant to young people (skills development, career management, etc.)
- Maintain regular contact with mentors

4 IMPLEMENTING THE PROGRAMME

- Launch the programme at an official event
- Present the programme and frequency of meetings
- Network between mentees via WhatsApp and Facebook groups

5 ASSESSMENT AND ADJUSTMENTS

- Set up evaluation tools to measure the impact of the programme,
- Gather feedback
- Adjust the programme according to feedback from young people
- Send satisfaction surveys

TRAINING YOUNG PEOPLE IN JOB SEARCH TECHNIQUES

While vocational training enables young people to transfer the technical and behavioural knowledge associated with a profession, it may not be enough to facilitate their integration into the world of work. They may come up against difficulties linked to the recruitment period itself: highlighting their motivation and skills in the labour market, passing a job interview or simply organising their search for an opportunity. There is therefore a real need to continue supporting young people in their efforts to find their first job.

SOLUTION

"Getting into work" training module as part of the PATHS for the future course, aimed at facilitating the employability of beneficiaries and promoting decent, sustainable social and professional integration

BENEFICIARIES

For the general public

Objectives

- Train young people in job-seeking techniques and approaches to facilitate their employability
- Help with writing CVs or cover letters
- Develop your professional network
- Prepare and support young people to succeed in their job interviews
- Informe young people about their rights and duties as employees

Terms and conditions

- Face-to-face, using a wide range of teaching activities: mock job interviews, CV writing, group work, etc.

Performance indicators

- Number of people with relevant tools (CV, cover letter, etc.) for their job search
- Number of people able to present their career path and skills in line with the job identified during a job interview
- Rate of entry into employment or self-employment

Key success factors

- A single contact person identified for the implementation of the modules
- Integration of modules into technical, academic or vocational training courses

The benefits of the solution

- A modular and adaptable training programme
- Teaching and session sheets available for quick use

BEST PRACTICES

- **Adapt** the content of training modules to the cultural context and in the local language for better understanding/assimilation if necessary.
- **Identify** a guidance and integration advisor within each TVET CENTRE to support young people on an individual basis and train them in active teaching, guidance, integration and various educational themes (support posture, educational authority, active listening, etc.).
- **Provide** a computer room for formatting CVs and cover letters.
- **Involve** partner companies in simulated interviews to ensure scenarios as close as possible to the realities of the labour market and recruitment needs.
- **Train** young people to use employment platforms where they exist.
- **Encourage** young people to take part in events such as forums, conferences and job forums to meet people and create a professional network.

RED FLAGS

- **Prevent** situations of inequality, discrimination and/or abuse by informing and training young people about their rights as candidates.
- **Support** young people in managing the stress associated with the job search, to avoid demotivation and disengagement, and thus promote their well-being.
- **Help** young people identify misleading or insecure job offers, in particular low-paid internships or contracts with poor working conditions or little future, so that they do not enter non-decent employment.

Projects of reference

- DNC project in Tunisia
- HR project in Madagascar
- Expertise in education and employability

Resources

- 1 module with teaching sheet from the PATHS for the future course "Getting into the workplace" Training young people in job-seeking techniques
- Support booklet for building a career plan
- Example Life Skills Manual

Prerequisites

PREPARING THE ROLL-OUT OF ACTIVITIES

- Identify the relevant PATHS training modules to be rolled out
- Draw up or adapt session sheets and deployment methods

1 REVIEWING THE CAREER PLAN

- Review with young people the elements they have worked on in their career plans
- Plan a training session on digital tools

2 RAISING AWARENESS

- Lead sessions on the rights and duties of employees and an introduction to entrepreneurship
- Identify young people who are interested in entrepreneurship and offer them specific support

3 DRAFTING CVS AND COVER LETTERS

- Lead sessions on writing CVs and covering letters
- Support and empowering young people in their search for jobs that match their career plans

4 JOB INTERVIEW SIMULATION

- Lead sessions on simulated job interviews
- Invite professionals to take part in these interviews as recruiters to provide constructive feedback

5 DISTRIBUTION AND FOLLOW-UP OF APPLICATIONS

- Help young people to communicate and circulate their applications within partner company networks and social/professional networks: LinkedIn, Facebook, alumni platform, etc.
- Organise a networking evening with all partners and alumni to encourage interaction.
- Conduct integration surveys

SOCIO-PROFESSIONAL

INTEGRATION

DEPLOYING AND RUNNING AN ALUMNI NETWORK

Faced with a competitive job market, it is essential for young people to benefit from self-help networks that give them access to professionals in the same sector, from the same training centre, who can provide mentoring, career advice and professional opportunities.

SOLUTION

Setting up and running an alumni network helps to boost employability, access to job opportunities and self-confidence of young people thanks to the support of network members. It also raises the profile of the training centre by showing that the training is in line with the expectations of the job market and offers of employment

TARGET GROUP

Anyone leaving a training course

Objectives

- Multiply career opportunities and access the hidden job market
- Create and maintain relationships between former learners, the vocational training centre, schools or institutions

Terms and conditions

- 1 association created and managed by former students
- Regularly scheduled face-to-face and/or distance learning events on a variety of themes in a warm, friendly environment

Performance indicators

- Number of events organised by the network
- Rate of participation in events organised by the network
- Number of opportunities obtained through the jobs network
- Traffic on communication channels (WhatsApp, Facebook, etc.)
- Satisfaction rate of former students

Key success factors

- Support for the launch of the association to encourage a sense of belonging among board members
- Training board members to manage an association
- An annual programme of activities tailored to the needs of former students

The benefits of the solution

- Networking and recruitment opportunities between people from the same sector/training centre
- Use of social media as a channel for exchange and communication
- Greater visibility for the training centre
- Talks and testimonials from former students for young people in training

BEST PRACTICES

- **Involve** young people in designing the network based on their needs and expectations.
- **Identify** an "alumni" contact person to create a bond of trust, support young people in organising the event and give impetus to the network.
- **Plan** and organise a wide range of activities (conferences, fun activities, events, networking, peer-to-peer exchanges) on a regular basis to encourage ownership.
- **Use** a means of communication popular with young people (social networks) to facilitate the transmission of information.
- **Communicate** about the existence of the network as soon as young people start training, highlighting its importance for the future.
- **Consider** the association as a partner in the project, TVET centre or establishment.

RED FLAGS

- **Encourage** young people to participate and create a real dynamic, clarify from the outset the objectives of the alumni network and how it can be useful in the integration process.
- **Limit** any legal risks, find out in advance about the legal aspects (rights and obligations) involved in setting up and running an association.
- **In order to avoid** external support and encourage the network to become autonomous, adjust the support approach when the network is launched by considering former students as professionals.
- **Ensure** the association's financial sustainability, identify sources of funding for its long-term support.
- **Avoid** deploying an off-the-ground solution, ensure that the methodology is adapted to the needs and context of the network.

Projects of reference

- FAPAR project in Morocco
- SESAME project in Madagascar
- LBF project in Vietnam

Resources

- Summary sheet Support in setting up an association
- Example TdR Alumni Day
- Example of how an alumni network works
- Sample training programme for the alumni network office

Prerequisites

1 DEFINING THE FRAMEWORK

- Organise a workshop with students (from the same year) to raise awareness of the benefits of alumni network
- Organise a get-together for the different graduating classes and set up an office
- Identify a resource person to support the roll-out and define the areas of focus

CREATION OF THE ASSOCIATION

- Find out about administrative procedures
- Identify the members of the bureau
- Train members of the office (management, community leadership, etc.)

2 ACTION PLANNING

- Organise a general meeting to officially launch the association (vote on articles of association/by-laws and officers)
- Gather and analyse needs from former trainees via integration surveys
- The Board draws up a programme of activities (activities, timetable, budget, audience, venue, etc.)

3 COMMUNICATION

- Set up mailing lists via student databases
- Intervene and broadcast messages via social media (Facebook, WhatsApp), radio

4 PREPARATION AND ANIMATION

- Help young people to think about how to organise their activities
- Guide the office in making contact and defining the scope of the various interventions (if external contributors)
- Leading activities

5 EVALUATION

- Gather and analyse data on alumni satisfaction/engagement
- Debrief and readjust actions if necessary
- Update the alumni database

SETTING UP A JOB PLACEMENT CENTRE

When they leave training, many young people face multiple obstacles in their pathway to socio-professional integration: insecurity, social isolation and a lack of material and relational resources. There is a real need for comprehensive support via a springboard scheme, to help reduce inequalities in access to quality employment.

SOLUTION

A friendly, educational space in which young people can find the conditions and all the resources they need to carry out their socio-professional project

BENEFICIARIES

Young people in training or graduates looking for a job

Objectives

- Provid a framework for young people seeking to integrate successfully into society and the world of work
- Help young people into quality jobs
- Develop the employability of young people
- Enable young people to pursue the education/training of their choice

Terms and conditions

- Face-to-face at integration support centres
- 4 to 6 months of preparation (completion of prerequisites, steps 1 and 2) before welcoming the young people
- Deployment of the support pathway throughout young people's studies/training/work experience

Performance indicators

- Rate of young people in quality jobs
- Rate of young people completing their training course
- Percentage of young people in accommodation who recognise the importance of overall support in their success

Key success factors

- A secure home with high-quality hygiene conditions
- A support path for young people tailored to their profile and life plan
- Young people who are motivated and supported in their project by their families
- A team of counsellors is present in the hostel from time to time to help young people become independent and maintain a group dynamic

The benefits of the solution

- Greater access to high-quality training and career opportunities
- Empowerment, resilience and adaptability of young people
- Getting young people into high-quality jobs that are consistent with their career and life plans

BEST PRACTICES

- **Identify**, during the needs analysis, all the socio-economic and cultural obstacles encountered by young people in pursuing their studies or finding employment.
- **Have** the home's educators and young people sign an ethics charter and include the IECD's policy on protection against abuse, as well as a mechanism for reporting complaints.
- **Deploy** a comprehensive support pathway for young people based on their profile and the difficulties they encounter in pursuing their studies or finding employment.
- **Allocate** sufficient time in young people's schedules to benefit from the full support pathway.
- **Limit** mentoring to a maximum of 15 young people per educator to ensure close monitoring (at least one meeting per month, and as required).
- **Extend** support and accommodation for young people after the scheme to facilitate their integration and/or their search for accommodation once they are integrated (depending on their financial capacity).

RED FLAGS

- **Prevent** young people from dropping out of school by choosing homes that offer the right geographical, safety and material conditions to help them achieve their goals.
- **Avoid** families' reluctance or opposition compromising young people's participation or commitment by validating their support for young people's mobility, particularly women.
- **Prevent** drop-outs or difficulties by checking that young people have the financial capacity (from their families, partners or the project) to cover their living expenses (transportation, food, health) during the project.
- **Regulate** the presence of educators in the home to limit the risks of dependency that can hinder young people's autonomy or, conversely, a lack of support that can lead to failure or disorientation.
- **Prevent** abuse by ensuring the protection of young people (awareness-raising, rules, agreements) in homes and with partners (training establishments, businesses).

Projects of reference

- SESAME project in Madagascar
- PRO-Pulse project in Madagascar

Resources

- Practical Guide - Organising life in a boarding school
- Example of a selection procedure for young people
- Example of a selection grid for young people
- Youth tracking tool_PRO-Pulse
- Sample policy on awareness and protection against abuse - ENG.pdf
- Sample PRO-Pulse charter.pdf
- Example of budget management PRO-pulse device.xlsx

Prerequisites

1. NEEDS ANALYSIS
- Identify the profile of beneficiaries and the obstacles to continuing their studies/entering the workforce
- Design the support path based on the profile (see entry/exit profile methodology)

HOUSEHOLD IDENTIFICATION AND EQUIPMENT
- Select a place to live based on a set of criteria and specifications
- IT equipment

2. SELECTING YOUNG PEOPLE
- Promote the scheme to young people with the support of ambassadors: school directors, former students, etc.
- Select young people (GOE, educators) on the basis of a grid of criteria

3. HOME FOR YOUNG PEOPLE
- Organise integration activities in the new environment (travel and budget management)
- Raise awareness of PPCA
- Co-construct the rules of the hostel with young people

4. ROLLING OUT THE ROUTE
- Carry out an initial individual skills assessment
- Offer coaching in employability and personal development
- Organise community, sporting and cultural activities

5. MONITORING YOUNG PEOPLE
- Carry out home visits and individual follow-up interviews
- Assess progress before leaving the scheme

TESTIMONIALS

Mélissa RAKOTONJANAHARY

Waitress at Radisson Blu – Madagascar

"I feel well integrated into the professional world I have always aspired to. Thanks to the PRO-Pulse programme of the Cap sur l'emploi project, I realised that I could achieve things I never thought possible. For example, managing my schedule and interacting with the people around me. I also know how to be adaptable and I have gained self-confidence."

Mama HOUSSOWONA

Head of the Guidance and Employment Office (GEO) at the Noun Farmers' Training Centre in Cameroon - RELIEEF Project

"The RELIEEF project structured our support with personalised interviews from the moment of enrolment, allowing us to better target learners. The result: 30 out of 31 young people are still in training thanks to enhanced guidance. The internship booklets also clarified their career plans, strengthening their commitment."
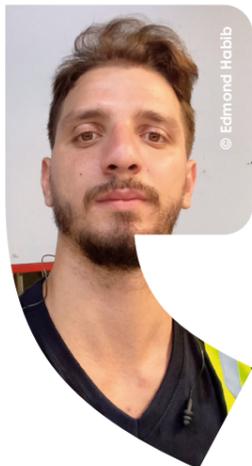
Edmond HABIB

A telecommunications technical student at "Zgharta technical institute" - Lebanon

"Thanks to the support of the Guidance and Orientation officer at my institute, I discovered the Mehnati platform. After creating my account and uploading my CV, I applied for several job opportunities, including an operator position at Liban Cables. Just two days later, I was contacted for an interview and technical tests. I'm proud and excited to share that I got the job! This would not have been possible without Mehnati's support."

Olivier CHEVREAU

Former Vice-President of Sustainable Development NEXANS Group

"For nearly ten years, the Nexans Foundation, Nexans entities and the IECD have been working together to provide education and training to local populations in Lebanon, Morocco and Republic of the Ivory Coast. This partnership is important to me for many reasons. It develops technical skills in countries that often suffer from a lack of quality training. It builds bridges between Nexans employees and communities by promoting their involvement in training programmes, visits by IECD students to Nexans factories, and even work placements. Finally, this partnership is constantly evolving, adapting to the economic and social realities of the countries involved. Thank you very much!"

USEFUL RESOURCES

➔ **Employability Handbook | bitmigrant (wordpress.com)**
- guide-de-lemployabilitec2a6c3bc-tome1-print.pdf (wordpress.com)
- tome-2.pdf (wordpress.com)

➔ **FIP Group - Vocational training**

➔ **Home page of the ILO | International Labour Organization (ilo.org)**

➔ **ILO_How to support a jobseeker_Manual for employment and career development advisers**

➔ **Resources - STRENGTHS Skills at work**

➔ **MedNC Network literature review - MedNC**

➔ **EFI Resources - 7. Developing people's employability**

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ABOUT THE INSTITUT EUROPÉEN DE COOPÉRATION AND DE DÉVELOPPEMENT (IECD)

Since its creation in 1988, the Institut Européen de Coopération et de Développement (IECD), an international solidarity organisation recognised as being of public utility, has been supporting the human, economic and social development of the countries in which it operates. With its partners in sub-Saharan Africa, the Indian Ocean, the Mediterranean Basin and South-East Asia, it implements projects in the fields of education and guidance, vocational training and professional integration and entrepreneurship.