

Good Practice: SP GP1

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"Labour Integration Programme"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence /frequency	Type of funding for GP
Labour integration programme. Vocational training/retraining	Non-profit organisation	Education, youth and social sectors	National	3 months	Continuous	Private foundation

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

GP1 is an umbrella AE programme of labour intermediation between companies' opportunities and job seekers' needs. It is composed by a network of 395 social entities offering training in Spain and companies in need of trained workers. Its original approach promotes companies' involvement, directly or indirectly, in all the stages of the training process: from defining specific labour force demands to giving talks to trainees, providing them with real environments for their internships and, ideally, hiring at least some of them once the training has been completed.

2. For whom – Target group(s)

People with some type of physical disability (e.g. sensory, physical, intellectual or mental) -which represented 27% of the total labour market integration accomplished in 2016-, as well as people with special difficulties to access a job position for other circumstances, for example being long-term unemployed, young or especially vulnerable groups, such as women who have suffered episodes of gender violence or immigrants -these groups covered the other 73%-.

3. Requirements and access

GP1 welcomes all persons at risk of social exclusion aged above 16 years and who have been unemployed for at least two years. Beneficiaries access through various channels, including derivation from local social services. They are offered specific trainings (tailored to companies' needs), internships and possibilities of being hired afterwards. Youth and long-term unemployed are especially encouraged to participate. Some young people access through the European Youth Guarantee programme.

4. Elements of good practice

GP1 supports participants' development of socio-cultural and economic competences. The former encompasses promoting individuals' personal growth, self-esteem and self-confidence as well as their social and communicative skills. The latter involves facilitating participants' fast access to the labour market and motivating them to continue studying.

GP1 trainings are short (3 months), flexible, personalised (small groups of around 20 participants) and practically oriented. Methods are dynamic, group oriented and experiential. The educational approach combines emotional education ("transversal competences") and practice-oriented technical training. The former encourages participants to know themselves better, feel motivated and acquire positive attitudes towards work and life in general. The latter provides them with the specific knowledge of the professional sector they have chosen and it is held in the social entity facilities and real working scenarios such as a hotel bar. These type of settings, together with talks given by companies' human resources staff about the expected skills of future candidates, give participants a close experience with real working environments. To sum up, the elements of good practice in GP1 encompass:

- real labour scenarios
- practical orientation
- transversal competences
- small groups: personalized attention
- network: collaboration among organizations

5. Perceived challenges

Local coordinators interviewed mentioned challenges related to the collaboration with other institutions, mainly how to engage participating companies more, so that they not only welcome participants for their internships, but they also hire some of them afterwards.

Educators pointed out two main challenges. One is related to the short format of the training, which poses time constraints to offer a better quality educative service. Another challenge is how to implement gender sensitive measures that help young mothers to conciliate family responsibilities with access to AE, in particular, internships in companies, where time schedules are more difficult to arrange.

6. Testimonials

For me it has been good to practice how to communicate with a person who is very different from myself, [to learn] about patience, to listen when you do not want to listen (...) It helps you to relate to different people (Learner).

To have a [good] attitude day after day in order to interact with others, that is the first part of the course, and the other [part] is the practice. The first part was the most interesting, which is what makes your performance successful in the second part (Learner).

7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)