

## Good Practice: RO GP2

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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/ VET	Non-profit organisation	Social sector/social enterprise	Local and regional	2-3 years	On-going	Social enterprise

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)

The labour integration programme RO\_GP2 is offered by a social enterprise that aims to support the socio-economic integration of adults in difficult and vulnerable situations. The programme offers a pathway for social and professional re-insertion focused on the needs and aims of each vulnerable person, by (re)building trust in oneself and others and self-esteem, contributing to improved family, social and professional ties and (re)integration on the job market and in society as a full and equal citizen. The training and insertion model was adopted from France, and adjusted to the local context. It is based on integration through work, based on a progressive learning pathway that tackles social, emotional, professional and technical competences. The social enterprise offers on the job training in insertion workshops focused on IT refurbishing and reuse, Socialware and Eco-gardening. The formative approach is progressive, tackling gradual competence development along three stages: Adaptation (2 months); Stabilisation (12 months); and Professionalization (up to 24 months).

## 2. For whom – Target group(s)

RO\_GP2 addresses adults (no age limits) in situations of risk or those facing difficulties ranging from financial, family issues (including abuse and domestic violence), long term unemployment, homelessness, addiction, medical issues, and physical, intellectual or educational special needs. It targets as well members of minority groups and immigrants.

## 3. Requirements and access

Recruitment is done through the mediation of partners that include placement centres, social care organisations, state directorates for protection of children and young people, as well as prisons, hospitals specialised in recovery from addiction, the National Anti-doping Association, different NGOs that offer psychosocial services to vulnerable people, etc.

Candidates' selection involves two interviews: the first with members of the support team, and the second with the coordinators of the workshop where they could be inserted. The key selection criteria are applicants' motivation and interest. It is also considered important to select candidates that contribute to creating a respectful and diverse work environment.

## 4. Elements of good practice

The key elements of good practice can be synthetized as follows:

Holistic, learner-centred approach that attends to the needs of each individual and covers technical as well as emotional and social competences. This is carried out through case management – assisting each person to develop a life and professional project, clarify their professional goals, and choose relevant formative opportunities. The transformational element is the work contract: through the work contract the programme participant becomes an actor, s/he works, s/he is paid, contributes taxes

and thus is put in the position of acting like a responsible citizen. Progressive approach to professional re-insertion, with initial coverage of key competences: this is fundamental, because for many vulnerable young people the challenge is to adjust to a work environment and develop basic professional competences and attitudes.

Centrality of values: The programme has been launched with some pivotal driving values that are made explicit in communication with insertion employees. First, there are values inherent in the founding principles, related to respect, social responsibility and trust. Second, RO\_GP2 chose value-based productive activities focused on social solidarity and environmental protection. This brings satisfaction and motivation in insertion employees as they can see the positive impact of their work (e.g. children using their refurbished computers in schools). Also, these activities build awareness of one's impact on the environment and society.

Socialisation and team work: This is one of the most appreciated elements by most programme participants interviewed - feeling appreciated and valued in a friendly and safe environment.

Collaboration with external agencies enables RO\_GP2 to conduct their work efficiently, from recruitment to productive activities in the social enterprise. This includes collaboration with mediating agencies for recruitment and with other institutions for organising charitable events, donating refurbished computers, or for opening up internship and job opportunities for participants.

## 5. Perceived challenges

Structural challenges: The social enterprise is the only non-profit in Romania working on an insertion through work model. As a pioneer, the organisation had to cut new paths and create trust in the potential of this labour insertion model. In time, it has cultivated relationships and partnerships with civil society and state actors, which resulted in strengthening its position.

Transition to the job market: The Romanian job market is unequal and unstable. Whilst the programme prepares participants and instils confidence in their own forces, once finalising it, they encounter an unstable job market and often mistrustful attitudes from employers. The organisation acknowledged this pitfall, which it tries to mitigate by offering additional support to participants over a period of 6 months after programme completion.

Drop-out: Quite a few participants cannot adapt and quit in early stages. Many of them do come back, often upon advice and discussions from programme support staff. According to support staff interviewed, those that do not come back are mostly driven by their environment, which is a serious obstacle to redress.

## 6. Testimonials

The following excerpts are from interviews with programme participants:

Now I have a bit more confidence in myself, that if I go to some other job, I will make it. So I say I will make it. Not like before, I go to another workplace, and maybe I won't make it.. Now it's like I have more courage. I will go to a [job] interview and I will see how it is. I will put all my will into it, I can go forward. (Lea1).

I am different, when I work I am better. (..) I feel sorry when I cannot come to work. Before I used to be very bored, (..) but now I have an occupation. (Lea7)

I learnt to respect the schedule, to come to work, to be punctual, not to be late, to take a seat at my work bench, and not leave without letting my supervisor know. This is what I learnt. So I am very happy I came here. (Lea1)

## 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.)