

2018

# Promoting the socio-professional insertion of young NEETs in the Mediterranean

Best recommendations from the players on the ground



**MedNC**  
Network

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## ACRONYMS

**AE20:** Associação para a Educação de Segunda Oportunidade

**ANCT:** Association Nouvelle Chance Tunisie

**CGO:** Career Guidance Office

**AFD:** Agence Française de Développement

**COIP:** Cellule d'Orientation et d'Insertion Professionnelle

**CSR:** Corporate Social Responsibility

**E2C:** Réseau des Écoles de la 2<sup>ème</sup> Chance

**E2O:** Asociación española de escuelas de segunda oportunidad

**IECD:** Institut Européen de Coopération et de Développement

**EU:** European Union

**ILO:** International Labour Organization/ Office

**MedNC network:** The New Chance Mediterranean Network

**UfM:** Union for the Mediterranean

## GLOSSARY

**Unemployment:** According to the international definition adopted by the ILO in 1982, is considered as unemployed any person over 15 years of age who fulfills the following three conditions simultaneously : be unemployed; be available to take a job within fifteen days; has been looking for a job actively in the previous month or has found a job that will start within three months.

**Transverse skills:** as defined by the Erasmus+ France Agency, transverse skills are skills that can be mobilized – albeit not necessarily simultaneously - within the context of different professional activities. Such skills are declined into five dimensions i.e. organization, adaptability and autonomy, sociability, communication, initiative and participation.<sup>2</sup>

**Employability:** as defined by the ILO, employability is "the ability of any person to obtain and keep a job, to progress in her/his professional career and to adapt her/himself to the changes that take place throughout her/his professional life".<sup>3</sup>

**Life skills:** as defined by the UNICEF, life skills are psychosocial and interpersonal skills employed during daily interactions, and that are not specific to finding a job or gaining an income. Such skills include assertiveness, abilities to say no, to set personal objectives, to make decisions and to handle emotional situations.<sup>4</sup>

**NEETs :** this English acronym means: "Neither in Employment nor in Education or Training"; it applies to persons who are neither employed nor undergoing any form of studying or training process.

**Active pedagogy:** set of pedagogical methods designed to make the learner the player of her/his learning processes. This type of pedagogy is based on the "learning by doing" principle, unlike the traditional pedagogy which proceeds from theory to practice.<sup>5</sup>

**Soft skills:** intrinsic human qualities that shape the personality of any individual. Such skills – which pertain to emotional intelligence – may be innate behavioural abilities, or other skills acquired through life.

<sup>2</sup> INSEE, <https://www.insee.fr/fr/metadonnees/definition/c1129>

<sup>3</sup> Agence Erasmus+ France, guide AEFA, [http://www.agence-erasmus.fr/docs/2496\\_aefa-guide-competences-juin-2017.pdf](http://www.agence-erasmus.fr/docs/2496_aefa-guide-competences-juin-2017.pdf)

<sup>4</sup> ILO, Report of the Human Resources Development Commission, 88th session, Geneva, 30 May – 15 June 2000, <https://www.ilo.org/public/french/standards/reim/ilc/ilc88/com-humd.htm>

<sup>5</sup> UNICEF, Defining Quality in Education, p. 13, document submitted by UNICEF during the International Working Group on Education meeting, Florence, Italy, June 2000 (Working Paper Series of the Education Section, Programme. Division, UNICEF).

<sup>6</sup> Ecole des Ponts Paris tech Web site: <https://pedagotheque.enpc.fr/2016/05/04/quest-ce-que-la-pedagogie-active/>



## PARTICIPANTS TO THE GUIDE DEVELOPMENT

**Mrs. Chanez AOUN**

Officer. École de vente Miftah Ennajah, Algeria

**Mrs. Wafa BERNY**

Director. Al Jisr association, Morocco

**Mrs. Leila CHERIF**

President. L'Heure Joyeuse association, Morocco

**Mrs. Astrid DESJOBERT**

MedNC network coordinator and IECD  
Representative for the PACA-Sud Region, France

**Mrs. Florence DOMINIQUE**

Communication Manager. IECD, France

**Mr. Zouheir EL ANSARI**

Operation and Development Director.  
L'Heure Joyeuse association, Morocco

**Mrs. Hoda FAKHOURY**

Career Guidance Offices programme Officer.  
Semeurs d'Avenir association, Lebanon

**Mrs. Zeineb FOURATI**

Chief Delegate. ANCT, Tunisia

**Mrs. Diana GONCALVES**

Deputy advisor. Matosinhos Municipality,  
Portugal

**Mr. Dominique HIESSE**

President. Fédération nationale des Ecoles  
de Production, France

**Mr. Diba MEDJAHED**

Director. E2C Estuaire de la Loire, France

**Mrs. Marie MEGANCK**

Skola Project Officer. Apprentis d'Auteuil, France

**Mr. Luis MESQUITAS**

Director. AE20 association, Portugal

**Mrs. Irène PFISIDOU**

Expert. CEDEFOP European agency, Greece

**Mr. Robin RICHA**

Director. Arc-en-Ciel association, Lebanon

**Mrs. Marie SERMAGE**

"Ouvre boîte" Project Officer. Apprentis d'Auteuil,  
France

**Mr. Guillaume THUREAU**

Operation Director. E20 Network, Spain

## INTRODUCTION

# INTRODUCTION

## Context

In 2018, one in every four young people on average<sup>6</sup> is neither employed nor undergoing training nor education (as per the English designation NEETs<sup>7</sup>) in North Africa. In the Middle East-North African (MENA) region, youth unemployment stands among the highest in the world with rates as high as 35.8% in Tunisia, 34.4% in Egypt (2017 figures)<sup>8</sup>. In the northern Mediterranean countries, the situation is also highly alarming, since youth unemployment rates are close to 32% in Italy, 34% in Spain<sup>9</sup>. The map below presents the various members of the MedNC network and illustrates these contextual elements based on ILO data (2016).

Countries of the Mediterranean basin face numerous joint challenges, among which youth employability and professional insertion stand as priorities. The strikingly high figures that characterize this region may be explained by structural causes. High school drop-out rates and lack of access to training constitute major obstacles to professional insertion. In 2017, estimates reported rates of school early leavers<sup>10</sup> of 18.2% in Spain, 13.2% in Portugal and 8.8% in France<sup>11</sup>. According to the Tunisian Ministry of Education<sup>12</sup>, 100,000 pupils or students drop out of the school system every year.

In order to respond to these challenges, a broad range of professional insertion support devices coming from civil society have been developed at the local level. These devices promote employability and insertion of young individuals who either are unable to obtain jobs or have dropped out of school.

### Mediterranean youth: alarming unemployment rates

- Tunisia **35,8%**
- Egypt **34,4%**
- Algeria **23,9%**
- Italy **32%**
- Spain **34%**
- France **20%**

**Major obstacles to professional insertion: School dropping out and lack of access to training.**

## Purpose of the guide

This operationally-driven guide describes good practices implemented by socio-professional insertion players who are members of the MedNC network (cf. below). It is intended for similar structures that target young NEETs and which face the same challenges, in order to foster their development, initiate good practice sharing, and suggest or explore solutions leads. This document targets specifically the Euro-Mediterranean basin, a limited number of players, those of the MedNC network, and addresses 4 specific thematic:

- Developing and optimizing a professional insertion structures network
- Defining a relevant approach to personal development
- Building solid partnerships with businesses
- Diversifying and securing the structure sources of funding

Each of the four thematic is associated with a certain number of practical tools the efficacy of which is proven, and kindly made available by the network member structures.

The present guide does not claim to be exhaustive and does not stem from an academic or scientific process. It is a collection of testimonies from practitioners.

The present guide is published in line with the annual MedNC conference held in Marseille on 28 November 2018, during which good practices were presented by the players themselves. **The IECD sincerely thanks all those who actively contributed to the development of the present guide as well as the partners of the MedNC network without which this guide could not have been made.**

### Operational good practice guide

for the socio-professional insertion players that target young NEETs to:

- initiate good practice sharing
- foster the development of structures
- propose or explore solution leads.

<sup>6</sup> Site of the platform *Decent Job for Youth*: <https://www.decentjobsforyouth.org/about>

<sup>7</sup> From English acronym: *Neither in Employment nor in Education or Training*

<sup>8</sup> World Bank web site: <https://donnees.banquemondiale.org/indicateur/sl.uem.1524.zs>

<sup>9</sup> Eurostats 2018 data: <https://ec.europa.eu/eurostat/documents/2995521/9105184/3-31072018-AP-FR/4fe7d9ed-a751-4305-a620-a5f55566a14d>

<sup>10</sup> Holder of a Junior Certificate or an equivalent diploma, who are not undergoing any training.

<sup>11</sup> INSEE data, <https://www.insee.fr/fr/statistiques/2407835#tableau-Tableau1>

<sup>12</sup> Huffpost article dated 22/02/2017 Maghreb [https://www.huffpostmaghreb.com/2017/02/22/decrochage-scolaire-tunis\\_n\\_14925734.html](https://www.huffpostmaghreb.com/2017/02/22/decrochage-scolaire-tunis_n_14925734.html)



drosos (...)



Union pour la Méditerranée  
Union for the Mediterranean  
الإتحاد من أجل المتوسط



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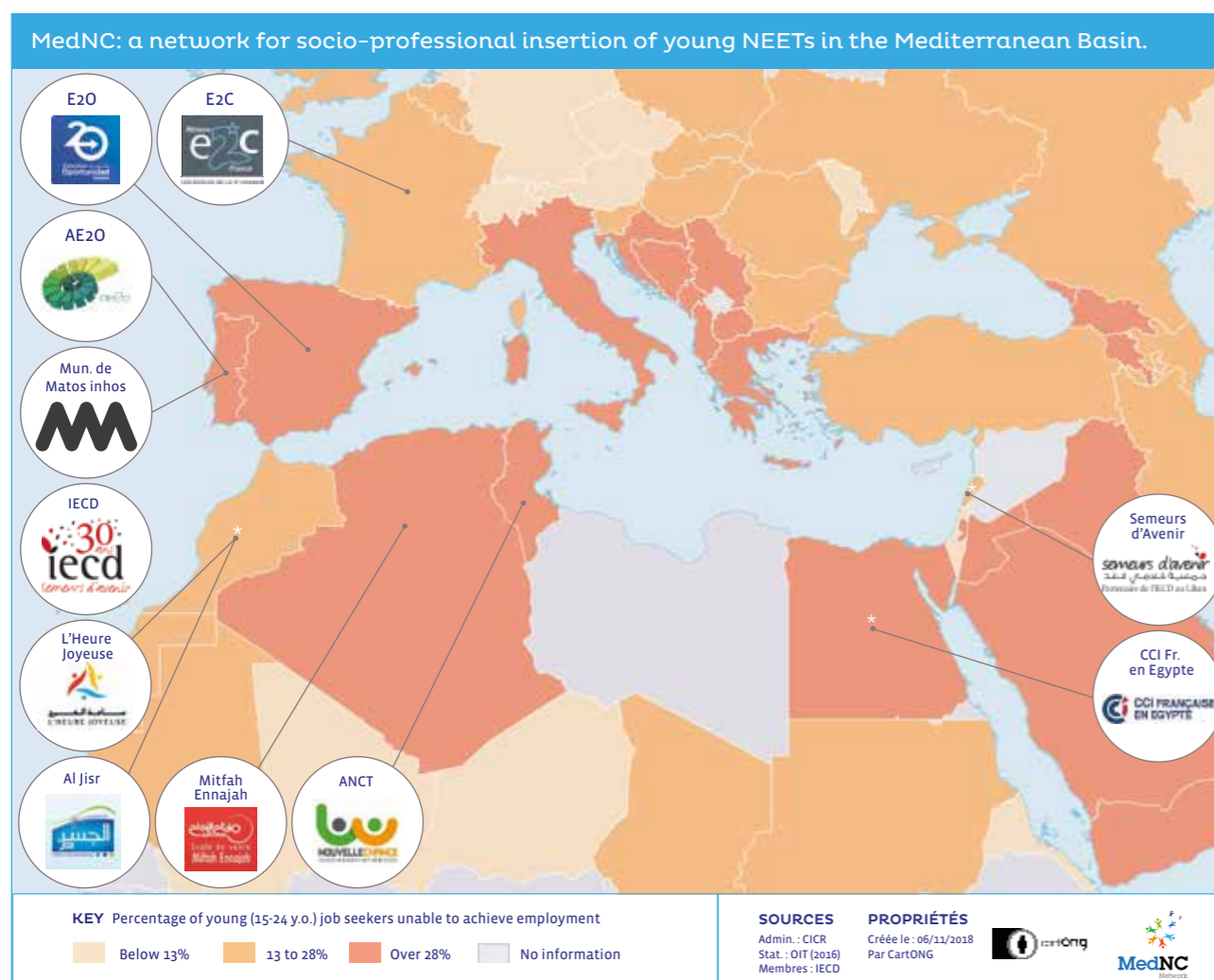


# The New Chance Mediterranean Network (MedNC)

With the aim of improving the employability of young NEETs (15-35 y.o.), the MedNC network gathers Euro-Mediterranean socio-professional insertion structures. The network principle is to foster the sharing of good practices among players, to reinforce their capacity building, their innovation and to accelerate their scaling up. Moreover, the network aims to disseminate these initiatives to the States and to the professionals in this domain: communication actions are being developed in that respect.

The map below identifies the MedNC network members as well as the portion of young job seekers (15-24 y.o.) who cannot find a job (2016 – ILO data).

The MedNC network gathers players of the Euro-Mediterranean socio-professional insertion structures for young NEETs.



## The network aims to:

- foster good practice sharing
- reinforce the players' capacity building
- foster innovation
- accelerate the structures' scaling up process
- raise the awareness of the States and professionals about innovative initiatives

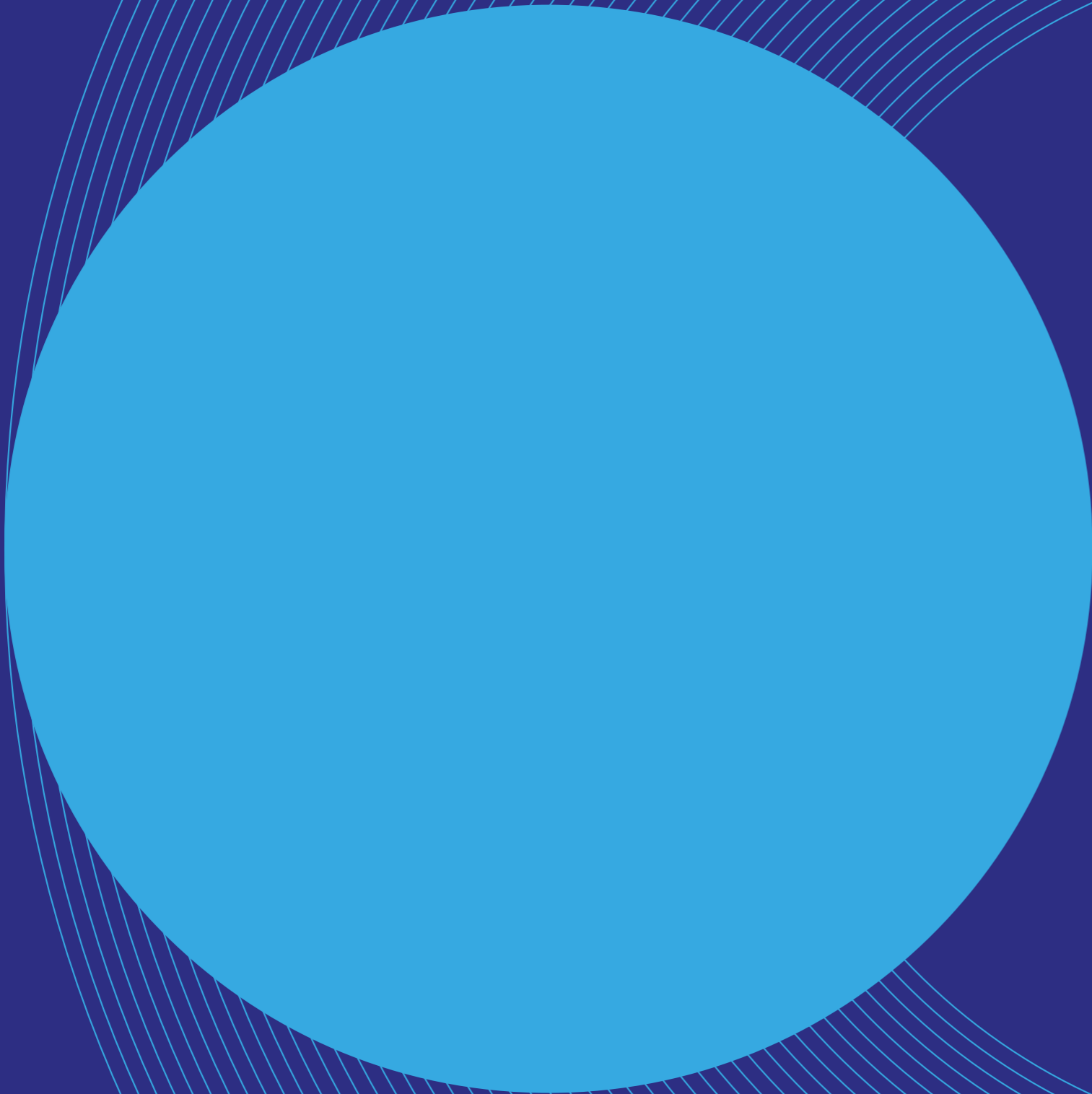
The network members meet several times a year to discuss their experiences and scale-up their competence and skills by means of targeted trainings. The members work together to achieve several objectives:

- > reinforcement of the Euro-Mediterranean cooperation between players of the public and private sector and/or players from civil society.
- > departitioning the world of businesses and of the socio-professional insertion devices intended for young NEETs.
- > development of synergies between the various socio-professional insertion programmes to foster their widening and/or their dissemination.
- > awareness raising and influencing public policies towards the stakes of a coherent and innovative offering of the socio-professional insertion devices that enable pedagogic excellence to be continued for the young persons who most need it.

The network has been labelled by the **Union for the Mediterranean** and is cofinanced by the **Agence Française de Développement**, the **Drosos Foundation** and the **European Union** through the ERASMUS+ programme.

## Do you wish to know more about the network and its membership criteria?

Visit our site: <https://www.iecd.org/en/the-new-chance-mediterranean-network/>  
or contact Mrs. Astrid Desjobert :  
astrid.desjobert@iecd.org



# OBJECTIVE N°1

Developing and optimizing  
a professional insertion  
structures network

# OBJECTIVE N°1

## Developing and optimizing a professional insertion structures network

Structures that address young NEETs unemployment and socio-professional insertion issues face **joint challenges**, namely:

- the diversification of their sources of funding
- the improvement of their visibility and representation vis-à-vis the political entities
- the reinforcement of their partnership with the other players within the ecosystem
- the optimization of the recognition and valorization of the training services they provide

Numerous benefits can be drawn from gathering within a structured network players active in the same domain and who share a joint vision.

A network – regional or national – makes it possible to create synergies, share good practices, and organize a structured answer to deal with the same stake and to reach a critical mass. Thus, the network gains recognition in the political and media spheres, as well as with the businesses and all the partners or external players.

Such elements may have a real **impact on long term youth insertion**, since the teaching and support measures proposed have been experimented and proven, and that the training courses are recognized on the labour market.

On the basis of the observation of networks already structured at the national level, **three main recommendations** can be drawn concerning the structures that could wish to coordinate their efforts in such a manner.

**The creation of a network is a means to create synergies, exchange good practices, to organize a structured answer to a joint challenge and to reach a critical mass.**

### 3 recommendations to create and develop a network

- Identification and definition of joint principles
- Implementation of a quality and inclusive labelling process
- Consolidating the experience and capitalizing on it to ensure a larger scale development

### 1 / IDENTIFICATION AND DEFINITION OF THE NETWORK JOINT PRINCIPLES

The implementation of a coherent and efficient network calls for certain indispensable steps i.e. definition of joint values and principles, expected objectives, and means necessary to achieve the latter.

The *Escuelas de segunda oportunidad España (E2O)*<sup>33</sup> network considers these steps as necessary for the **network credibility**. It emphasizes the need for long term efforts and co-construction with the different network members. Indeed, this step fosters the future involvement of each of the members who have themselves defined the elements that (re)unite them. network considers these steps as necessary for the network credibility. It emphasizes the need for long term efforts and co-construction with the different network members. Indeed, this step fosters the future involvement of each of the members who have themselves defined the elements that (re) unite them.

Thus, the members of the Spanish network conducted a **survey** of the practices and devices implemented by the **French network – already recognized** – of the *Ecoles de la 2<sup>e</sup> Chance (E2C)*<sup>34</sup> to draw inspiration from them, taking advantage of several meetings and visits organized with the schools.

Upon completion of this identification process, the writing of a charter constitutes a means to make the network an official entity and to set the main elements around which its members gather. The E2C then E2O networks both have such a document. Refer to the annex (tool N°1) which presents the Spanish network, structured around five fundamental

principles. The charter makes it possible to foster the network internal cohesion and to become a reference for its members. Moreover it reflects the network key messages vis-à-vis the outside.

In addition, the development of joint indicators enables the network members to agree on joint leads and visions and to assess the evolution of their collective action.

**Tool N°1 - Example of the Spanish charter E2O, structured around 5 fundamental principles *Pincipios fundamentales* (in Spanish)**

### The charter enables the network to

- foster internal cohesion
- make it official
- represent a reference base for its members
- disseminate key messages

### 2 / IMPLEMENTATION OF AN INCLUSIVE QUALITY LABELLING PROCESS

Following the identification process, the implementation of the labelling process is another major step to set and ascertain the compliance of the members to the network values, principles and operation. The label also reflects the image of the network and symbolizes its legitimacy and quality vis-à-vis businesses and potential stakeholders, institutions and beneficiaries. The *Ecole de la 2<sup>e</sup> Chance Estuaire de la Loire*, an E2C network member, places the emphasis on the credibility of the network-labelled structures which benefit from institutional and media recognition.

Thus the **E2C network** has implemented a labelling process designed to **guarantee the quality of the school service offering**. This makes it possible to control the utilization of the concept and of the name “*Ecole de la 2<sup>e</sup> Chance*”. Therefore the labelling process comprises 4 steps, detailed in the guide intended to the schools which want to become members:

- Application
- Audit
- Decision
- E2C labelling

**The label must remain inclusive enough to attract new structures.**

**Tool N°2 - Summary of the E2C network labelling guide**

In addition to being a token of quality, the label is used to ascertain that the principles stipulated in the charter will be respected by the member schools. Although it is a way to reinforce the network attractiveness, the label should not hinder the widening of the network and **remain inclusive enough** to attract new structures as underlined by the E2O network.

### 3 / CONSOLIDATING THE EXPERIENCE AND CAPITALIZING ON IT TO ENSURE A LARGER SCALE DEVELOPMENT

The construction of any network calls for significant, often time-consuming and voluntary involvement from its members. For such an investment to pay off, the structures need to be convinced of the network “added value” and of the benefits induced by the membership.

It is obvious that all participating members get certain benefits from **organizing joint events**. As an example, every year the **Spanish E2O network** organizes national meetings that gather all the members of the network, its partners and part of the learners. The French E2C network too organizes meetings at different levels: management, finance, pedagogical teams, trainers, young learners. One-time working groups are regularly formed to meet specific objectives. These meetings not only reinforce the cohesion and the feeling of belonging to the network, but also enable sharing good practices and capitalizing on their experiences.

### Joint events to


- reinforce the cohesion and the feeling of belonging to the network
- facilitate the sharing of good practices
- capitalize on individual experiences to everyone’s benefit

<sup>33</sup> Spanish second opportunity schools network



## Networks optimize the visibility of the players and foster the advocacy and representation objectives at the political level.


By belonging to a network, a structure reinforces and improves its visibility in terms of advocacy and political representation. The recently created Portuguese network *Associação para a Educação de Segunda Oportunidade* (AE2O)<sup>15</sup> gathers several players whose objective is the recognition of the second opportunity model at the national level. The annexed document (cf. tool N°3) covers and summarizes the national strategy proposal entitled *"Por Uma Estratégia RAP"*<sup>16</sup>, developed in collaboration with the universities of the region. This political document - available at the following link<sup>17</sup> - underlines elements designed to lower school drop-out rates and prevent young learners from leaving education and training too early. This document presents an example of the type of advocacy which can be implemented in this field. In order to support this proposal, the network also seeks to develop and foster local initiatives of second opportunity schools. The Portuguese government has already declared its intention to integrate this type of schools in the public education system.

 **Tool N°3 - AE2O advocacy document: a *necessidade de politicas publicas de reducao do abandono precoce da educacao e formacao* (in Portuguese)**

Belonging to a network enables **sharing experience at a higher – even international - scale**. Says Mrs. Zeineb FOURATI, *Association Nouvelle Chance Tunisie* (ANCT)<sup>18</sup> Chief Delegate: *"Being a member of the MedNC network enables the ANCT to take advantage of the institutional experience and of the pedagogical approach of the Ecole de la 2<sup>e</sup> chance of Marseille. It also makes it possible to exchange with other Mediterranean members of the network such as Morocco, Spain or Algeria."*

As such, the E2O, E2C networks and the AE2O association are developing together an application that lists their good practices and designed to serve the entire educational domain and to foster exchanges between young individuals and their respective structures.

The **IECD**, coordinator of the MedNC Euro-Mediterranean network, also insists on the need for frequent and regular exchanges among its members, in order to keep track of their needs and to propose solutions that meet their expectations. As an example, this includes training between members, the promotion of **good practice sharings or the proposal of joint tools**. The training specifications (tool N°4) developed by the IECD together with certain members, is an example of a joint tool that enables the network members and partners to adopt a standardized format for the training sessions they perform during the annual conference.

**Tool N°4 - Training specifications developed by the IECD for the MedNC network** 

“ **The ANCT membership to the MedNC network enables it to take advantage of the institutional experience and of the pedagogical approach of the *Ecole de la 2<sup>e</sup> chance* of Marseille. It also makes it possible to exchange with other Mediterranean members of the network such as Morocco, Spain or Algeria.** ”

Mrs. Z. Fourati, ANCT Chief Delegate.

## OBJECTIVE N°2

Defining a relevant approach to personal development

<sup>15</sup> Portuguese second opportunity school association

<sup>16</sup> Translated from Portuguese: "a proposal for a national strategy".

<sup>17</sup> <https://estrategiarap.files.wordpress.com/2016/06/estrategia-1.pdf>

<sup>18</sup> Tunisian new opportunity association

## OBJECTIVE N°2

### Defining a relevant approach to personal development

Numerous studies demonstrate the growing importance the labour market gives to **transverse skills**. The professional skills of an applicant should not be restrained to the technical knowledge and skills she/he gained during training or professional experiences. As an example, **life skills** and **soft skills** have become key elements not only in the professional life but also for any job seeker.

Structures that valorize this dimension within their training process enable the learners - who often lack self-confidence and have little knowledge of the employers' expectations - to regain confidence and to acquire and mobilize skills that will be useful to them, both in their professional and personal lives on a daily basis.

Once acquired, these skills have a **direct positive impact** on the **learners' employability**. Drawing from the good practices implemented by various players, **three recommendations** to integrate these skills in the training processes are proposed below.

3

#### Training process: Follow the 3 recommendations!

- Train the learners in the transverse skills expected by the employers
- Help the learners to gain self confidence
- Support the learners in their orientation process.

The identification of the skills required by businesses makes it possible to meet their expectations and needs.

#### 1 / TRAINING THE LEARNERS IN THE TRANSVERSE SKILLS EXPECTED BY THE EMPLOYERS

In order to provide professional added value to the learners through transverse skills, it is essential first to determine the precise needs and expectations of businesses in that field.

The identification of the skills required by businesses makes it possible to meet their expectations and needs.

For this analysis, the ANCT has developed a matrix that includes all the transverse skills that businesses usually expect applicants to possess. This matrix forms the basic training programme of the *Nouvelle Chance Tunisie* device. Subsequently, the content of the training courses is tailored to each center by matching the expectations of the learners with the profile and availability of the trainers and teachers of the center.

Tool N°5 - ANCT basic training programme (in French) 

Thanks to their regular discussions with businesses and to the various activities implemented with them, the Moroccan *Al Jisr* association, the short-term training supervisors and the managers of the Career Guidance Offices of the Lebanese *Semeurs d'Avenir* association also take stock of the business expectations. The tailor-made supports they propose to the learners enable them to answer the precise needs they express and to define the leads for improvement and work.

On its site "VET toolkit for tackling early leaving"<sup>19</sup> the European CEDEFOP agency also recommends to develop and adapt the training processes to the needs expressed by the learners as a relevant approach to develop their skills.



#### Ideas of devices to help learners gain self-confidence

- expression workshops
- personal support and follow-up
- training in job seeking techniques

#### 2 / HELPING THE LEARNERS TO REGAIN SELF-CONFIDENCE

Testimony of Lamira, former trainee from the E2C Estuaire de la Loire about her experience in the school: "This is where I became self-confident; I am able to write more easily; I can speak more easily in public". Because of early leaving from the conventional school system, of the difficulties faced very early in their lives (health, family, housing...), and the lack of opportunities to develop their potential, young people often suffer from a lack of self-confidence.

Therefore, in-depth reconstruction efforts are often an indispensable preliminary step for the expression of the learners' orientation and training wishes.

“

This is where I became self-confident;  
I am able to write more easily;  
I can speak more easily in public ”

Lamira, former trainee from the E2C Estuaire de la Loire.


#### Organization of expression workshops

Upon their arrival in the Moroccan *Al Jisr* association centers, the young learners are invited to attend weekly workshops of oral or body expression during which they learn to express themselves. Similar activities are also proposed within the youth clubs of the Lebanese *Arc-en-ciel* association; the clubs are open every night. Outside of all school framework or external pressure, these sharing sessions enable the learners to gain self-confidence and to open out.


#### Ensuring personal support and follow-up

The young learners benefit from personal support and follow-up and may be referred to professionals (psychologists, social worker...) if necessary. These resources are developed by the ANCT.

The *contrat d'objectif* – the learner follow-up booklet (tool N°6) - enables the learner to set objectives together with her/his referent teacher.

Tool N°6 - Abstract of the ANCT learner's follow-up booklet: "Contrat d'objectifs - Livret de suivi de l'apprenant de l'ANCT" (in French) 

Moreover, a bond of trust is also established progressively with the learners by the *Semeurs d'Avenir* association in Lebanon, within the Career Guidance Offices (CGO) and existing support services within the framework of short training processes. During these activities, the young learners work with their referent teachers who give them advice and listen to them.

Tool N°7 - The form "Qui suis-je?" developed by the *Semeurs d'avenir* association for the animation of a workshop dealing with the theme "knowing yourself and gaining self-confidence" (in French) 

The device *Cellule d'Orientation et d'Insertion Professionnelle*<sup>20</sup> (COIP) developed by the Moroccan L'Heure Joyeuse association, pays the same attention to the construction of bonds of trust with the young learners, with the implementation of regular discussion and orientation sessions. The young learners are able to express their frustrations, their failures and to benefit from practical advices.

#### Job seeking technique training

Activities or trainings focusing on the development of professional skills enable the young learners to upgrade the value of their profile and to become aware of their own potentials. For example, there are workshops to learn to write résumés, simulate interviews, or stress management support, as proposed by the ANCT, CGO or *Al Jisr* devices. Within the framework of the COIPs, *L'Heure Joyeuse* also underlines the importance of focusing all the courses and trainings on practice, and proposes technical and job seeking workshops, co-constructed with the *Agence Nationale de Promotion de l'Emploi et des Compétences*<sup>21</sup>.

<sup>19</sup> CEDEFOP agency Web Site: <http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/developing-employability-skills>

<sup>20</sup> Orientation and professional insertion unit

<sup>21</sup> Moroccan national agency for the promotion of employment and competence

“ The device makes it possible to position oneself and to have a clear career plan. ”

Mehdi, who followed the ANCT new opportunity cursus from the Institut Supérieur de Comptabilité et d'Administration des Entreprises de Tunis.

### 3 / SUPPORTING THE LEARNERS IN THEIR ORIENTATION PROCESS


Says Mehdi, who followed the ANCT new opportunity cursus of the *Institut Supérieur de Comptabilité et d'Administration des Entreprises*<sup>22</sup> of Tunis: "The device enabled me to position myself and to have a clear career plan". The learners often face difficulties when it comes to deciding which professional domain to enter. To this must be added the lack of information on the diversity of professions they could have access to, as well as a lack of knowledge of their potential and competence. Therefore, the first phase of the support consists in leading the young learners who will then become aware of the need to set their own objectives and to define their own projects.

#### Two advices for orientation support

- Develop specific devices
- Initiate first contacts with the business world

#### Development of orientation support devices

The development of orientation support devices also makes it possible to support young learners in their decision-making process. The CGOs proposes personalized support to help the learner identify the professional domain that matches her/his interests and skills (tool N°8).


 Tool N°8 - *Semeurs d'Avenir* form used to animate school and professional orientation workshops (in French)

Says Amine, electrotechnics student in the Hammama technical institute: "Thanks to the Career Guidance Office, I got all the information I needed about all the specialties proposed".

The *Ouvre-Boîte*<sup>23</sup> - a device developed by the *Apprentis d'Auteuil* Foundation - puts the emphasis on the importance of customized support, which includes the implementation of a mentoring system for the young learners who wish to become entrepreneurs. Indeed, this system enables them to discuss their project directly with an experienced professional and to meet other inspiring individuals with the help of their mentor.

#### Fostering the first contact with the business world

Moreover, the CGOs organize visits to businesses to enable the learners to get a concrete idea about some professions, and to talk with professionals. Similar opportunities are offered by the ANCT, *Al Jisr* and the COIP of *L'Heure Joyeuse*. The latter propose "professional discovery internships" that enable the young learners to understand the constraints and the positive points of a profession. This helps them make an informed decision by themselves, be it to confirm an initial orientation or take a new direction. This approach is detailed in the "Guide de procédures des dispositifs d'orientation et d'insertion des jeunes en situation précaire : les COIP"<sup>24</sup>. It is accessible at: [http://www.heurejoyeuse.ma/site\\_media/uploaded\\_files/Guide-Francais-COIP.pdf](http://www.heurejoyeuse.ma/site_media/uploaded_files/Guide-Francais-COIP.pdf)

 Tool N°9 - Summary of the *L'Heure Joyeuse* « Guide de procédures des dispositifs d'orientation et d'insertion des jeunes en situation précaire : les COIP » (in French)

“ Thanks to the Career Guidance Office, I gained information about all the specialties proposed. ”

Amine, learner at the Hammama technical institute.

## OBJECTIVE N°3

Building solid partnerships with businesses

<sup>22</sup> Tunisian higher institute of business accounting and administration

<sup>23</sup> « can opener »



## OBJECTIVE N°3

### Building solid partnerships with businesses

In numerous countries, there is a paradox between a high youth unemployment rate and the lack of job seekers for vacancies in some business domains. This situation raises the issue of the adequacy between the training programmes proposed and the needs of the labour market.

If young NEETs are to be inserted and their employability improved, the training organizations must know the local employment realities, adapt their offering accordingly, as well as develop sustainable relations with businesses. A trustful relation will foster the insertion of the learners who will benefit from the reputation of the structure.

“ I did an internship in a chartered accounting office. I would not have had that opportunity alone. It is rather difficult in Tunisia to get such an internship. This was made possible by the association network” Mehdi, beneficiary of an ANCT new opportunity cursus. ”

Mehdi, the beneficiary of an ANCT new opportunity cursus

Says Mehdi, the beneficiary of an ANCT new opportunity cursus: “I did an internship in a chartered accounting office. I would not have had that opportunity alone. It is rather difficult to get such an internship in Tunisia. This was made possible by the association network”.

For this, it is important to raise the awareness of the businesses and to mobilize them to:

- foster their involvement in the training processes
- convince them of the relevance of the skills gained by the learners during a first professional experience
- encourage them to hire young learners who just completed their training

The three following recommendations are based on different devices.

#### Three recommendations

- the needs of businesses and the best solutions to meet them must be identified
- convince them of the relevance of the skills gained by the learners during a first professional experience
- encourage them to hire young learners who just completed their training

#### 1 / DETERMINING THE NEEDS OF THE BUSINESSES AND THE BEST SOLUTIONS TO MEET THEM

By making sure that the needs of the labor market of a given employment basin are met, a training center optimizes the potential employment opportunities of young learners who completed their training. Therefore, it is important to define the different domains within the school environment, the associated professions, the development perspectives, as well as carry out a first evaluation of the potential employment needs and the associated competence and skills.

The Al Jisr School-Business partnership association recommends that attention be paid first to the school direct catchment basin so as to avoid the financial constraints associated with transport and housing costs for the learners. Within the framework of School-Business sponsoring organized by the association, the diagnostic made by the company of the sponsored institution is a fundamental step. It enables the training courses and devices to be tailored to the needs of the companies. Interviews and meetings are also organized on a regular basis by the association partnership officer to update the data.

The Al Jisr School-Business partnership association recommends that attention be paid first to the School direct catchment basin so as to avoid the financial constraints associated with transport and housing costs for the learners.

Such surveys may afterwards be supported by a wider-scale survey in order not to limit the training and orientation options of the young learners to the business needs of her/his direct environment.

In Lebanon, part of the missions entrusted to the Career Guidance Offices implemented by the *Semeurs d'Avenir* association consists in collecting market-need information that will afterwards be used to improve the school training offerings. The CGOs also develop mappings of the companies with which the school could establish collaborations. The IECD guide (partner of *Semeurs d'Avenir* in Lebanon), entitled “Recherche sur l'évaluation du marché du travail” is destined to the CGOs managers and to the managers of short training courses; it describes the methodology to be followed to carry out a regional study (Tool N°10).

Tool N°10 - Summary of the IECD methodology guide “Recherche sur l'évaluation du marché du travail” (in French)

The *Fédération nationale des Ecoles de Production*<sup>26</sup> also insists on the study carried out for a couple of years prior to the opening of any production school. This phase is carried out in direct partnership with the concerned businesses, in order to identify any profession under stress in a given region and to define the needs of the businesses and the competence required.

Similarly, the *SKOLA* device developed by the *Apprentis d'Auteuil* foundation insists on the benefits gained from the implementation of a training programme co-constructed with the companies, from the engineering of the device up to the training of the first young learners, in order to meet the company's labour and skill needs.

#### 2 / TO BE KNOWN AND TO CREATE A TRUSTFUL RELATION WITH THE BUSINESSES

Getting to be known by the companies, conveying a credible professional image and fostering loyalty are major stakes essential to achieve durable partnerships.

Elaboration of a communication strategy: a key step to draw the attention of businesses and to develop partnerships.

The label must remain inclusive enough to attract new structures.

The Spanish E2O network puts the emphasis on the importance for the structures to ponder their communication strategies and to adapt themselves to the expectations of the companies, in order to draw the attention of the businesses on the interest of developing partnerships with the training centers, especially within the framework of Corporate Social Responsibility (CSR). They must be convinced that there is a real added value in hiring well trained and competent young learners, but also that it is important for them to be involved in the design of the training programme that will meet their precise needs. The communication strategy point shall be discussed in more details in the section dedicated to finance and the sub-thematic 2 “Developing the structure image and notoriety”.

#### CGOs: an efficient interface between the candidates and the employers

- They prepare the learners to the expectations of the labour market.
- They preselect the learners' candidacy to internships or employment.

In order to create a trust bond between the schools and the businesses, the *Semeurs d'Avenir* association in Lebanon insists on the involvement of these two players in the design and implementation process of the trainings, but also on the added value brought by the activities proposed by the CGOs. Thus, the preparation of the learners to the labour market expectations, the quality of the job openings and of the job seekers pre-selection reinforces the trust between the businesses and the CGOs.

Hiba El Harake, Human Resource Manager at *Jubaili Bros SAL in Lebanon*, gives a testimony of the importance of this bond of trust with the CGOs: “How do we handle our recruitment needs? We call the technical schools and the Career Guidance Offices. We specify the skills we are looking for. On their side, the offices find the appropriate candidates.”

<sup>25</sup> Research on the labour market assessment

<sup>26</sup> National federation of the « écoles de production »

“ How do we handle our recruitment needs? We call the technical schools and the Career Guidance Offices. We specify the skills we are looking for. On their side, the offices find the appropriate candidates.” ”

Hiba El Harake, Human Resource Manager at Jubaili Bros SAL in Lebanon

Within the framework of the internships, by following up the learners and seeking the opinion of the companies on the quality of the work done by the learners during their internship, our answers to the expectations of the companies and of the learners can be improved.

The Orientation and Job Fair is a meeting venue for the companies, the schools and the learners. It is an essential opportunity for the young learners to meet the businesses.

The Orientation and Job Fair organized annually by *Semeurs d’Avenir* in Lebanon and by the IECD in Egypt make it possible to foster and valorize technical education as well as the training and profiles of the learners. The fairs are events where the companies, the schools and the learners can meet. They are essential to establish links between the companies and the youth, in as much as the young learners rarely have access to the traditional recruitment networks or do not use them. The GCOs participate actively to these fairs by representing the school either as exhibitors or as guides for the learners in the various orientation workshops proposed during the fair and during their visits to the companies’ stands. The following link provides access to a video showing the orientation and job fair organized in 2016 by the IECD and *Semeurs d’Avenir* in Lebanon:

Experience feedback on the Orientation and Job Fair organized in 2016 by *Semeurs d’Avenir* and IECD in Lebanon :

<https://www.youtube.com/watch?v=jzN7jIKKxfQ>

### 3 / DIRECT INVOLVEMENT OF THE COMPANIES IN THE TRAINING PROGRAMME

The involvement of the companies in training programmes makes it possible to ensure that the training will meet their expectations. This is a **token of employability for the young learners**. Moreover, the importance of the active pedagogy needs no demonstration. Thanks to her/his first professional experience gained during an internship the young learner is able to better understand the expectations of the labour market and to develop practical competence and skills. By fostering the contact between the training centers and the professional world, the learners, the schools and the companies are able to adapt their offerings to the expectations and realities of one another.

#### Involvement of the companies!

- Ask them to contribute to the design and implementation of the training curriculae
- Involve the companies in the training itself
- Involve the companies in the life of the school and of the association

**Entrusting the companies with part of the training**  
Created on the initiative of Danone and Cevital, the *Ecole de vente Miftah Ennajah*<sup>27</sup> insists on the importance of the involvement of the partner companies in the entire training process, from the design to the implementation of the training curriculae and internship periods. The companies are active contributors to the selection and training of the learners and also manage the immersion internships. The companies train the young learners as per their own specific work tools and methods with a view to subsequently recruiting them. The learners are thus trained directly by the companies to match the competence required, further improving their chance for professional insertion.

The involvement of the companies in the training programmes: a token for youth employability.

**Entrusting part of the production to the learners**  
Within the *Ecoles de Production*, businesses commit themselves to place orders with the schools, and the orders will be made by the learners themselves. This system enables the businesses to appreciate the quality of the work made by the students and to encourage them to recruit learners once they have completed their training.

Similarly, the *El Lindar Foundation of the E2O Spanish network* has created two application schools - within a restaurant and a hairdressing salon - where the learners are immersed into a professional context. This is also the case of the *SKOLA sale boutiques* developed by the *Apprentis d’Auteuil* foundation, in which the learners discover the reality of the vendor profession with the help of professionals who mentor them, follow them up and give them advices during their training. The professionals are increasingly led to ensure training sessions within the framework of workshops. The *Ouvre-Boîte* device developed by the *Apprentis d’Auteuil* foundation also insists on the need for regular intervention of the companies and experts through the pedagogical project so as to be as close to the needs of the market as possible and to offer the young learners a better visibility and access to a wider network. Different players of the ecosystem are being mobilized within this framework. The learners are thus as close as possible to the expectations of the professional world and of their future employer.

**Involving the companies in the school life**  
In order for any business to be effectively engaged in the partnership, its involvement in the life of the school is also strongly encouraged. As an example, within the *Spanish E2O network*, businesses are members of the Management Board. The sponsoring system implemented by *Al Jisr* also involves directly the companies through the development of School/ Company committee.

Involvement of the companies in the life of the school and of the association!

<sup>27</sup> Miftah Ennajah sale school



## OBJECTIVE N°4

Diversifying and securing  
the structure sources of funding



## OBJECTIVE N°4

### Diversifying and securing the structure sources of funding

For any center to widen and secure its training courses and other activities and have a budget that matches its ambitions and the needs of the youth, its management board must rapidly seek and diversify its sources of funding.

The fund-raising process depends on the **credibility** of the structure which needs to be recognized as being **competent** in the field of young NEETs insertion. The confidence the fund providers will place in the structure shall determine the extent of the funding on the one hand and will make it possible to improve their notoriety and visibility on the other hand. In line with this principle, the following **three main recommendations** based on the experience of several structures should help the structures concerned.

#### Fund raising key factors

- The credibility of the structure
- The recognition of the structure competence in young NEETs insertion

#### 1 / ESTABLISH A STRUCTURE DESIGNED TO REINFORCE ITS CREDIBILITY FOR THE FUND PROVIDERS AND THE PUBLIC ADMINISTRATIONS

The structure must meet several criteria which demonstrate its capacities to receive and manage funds, use them in an appropriate and efficient manner. This will increase the confidence level enjoyed by the structure and thus its credibility and legitimacy for the fund providers.

The testimonies of the players we have met enabled us to identify certain key elements to be implemented and structured upstream from a funding request in order to optimize the chances of success.

#### Working on the accountability and on the follow-up and assessment

It is necessary to guarantee and prove that the funds are used efficiently and have a positive impact to increase and secure the confidence of the financial partners. The measurement and valorization of the

#### For the IECD, the follow-up and assessment of any training structure is an indispensable management tool.

results of previous projects shall bear witness of the experience and professionalism of any given structure.

**For the IECD, the follow-up and assessment of any training device** is an indispensable management tool. The objective is to develop a stringent collection of data on the follow-up and assessment of the training actions, yet this effort is facing a major challenge i.e. the trackability of the graduates (changes of address, etc.). **Social networks** can be used to keep in touch with the graduates so as to keep track of the insertion rates or to help them take advantage of specific activities.

Once a year, in Lebanon, in Egypt and in Morocco, the IECD and its local partners carry out a survey on the insertion of former learners who graduated the previous year. The results of these studies make it possible not only to **continue assessing** the project, but also to report on the impact of the projects to the local, financial and institutional partners. Among the data collected, a specific attention is paid to the professional insertion process, to the continuation of the studies and the satisfaction of the young person in view of her/his situation.

**The development of a methodology** and of tools easy to use makes it possible to transmit competence and skills to the CGOs of the training centers so they can appropriate themselves this activity. The article produced by Acting for Life, Essor, GRET and the IECD (tool N°11) gives a precise idea of the methodology to be adopted to carry out such surveys.

**Tool N°11 - Article published by Acting for Life, Apprentis d'Auteuil, Essor, GRET and the IECD: "Améliorer la mesure et le suivi de l'insertion des jeunes suite à des actions de formation dans les pays en développement". (in French)**<sup>28</sup>

#### Implementation of tools and audits

The development and utilization of stringent financial tools should confirm the ability of a structure to manage its budget and to conduct regular financial reviews. Financial audits complete and confirm this approach, bearing witness of the ability of the structure to be submitted to

accounting and management control by an external entity. In Morocco, the *L'Heure Joyeuse* association considers that the audit process implemented as early as 1998 was a very positive and reassuring signal sent to the fund providers.

#### Implementation of an evaluation process

The external audit of a structure also bears witness of its legitimacy. The evaluation of the *L'Heure Joyeuse* association conducted in 2012 by "Vigeo entreprise", with a focus on the COIP device previously mentioned, made it possible to objectively confirm the social usefulness of the programme, the appropriate governance of the association, and led to the granting of an "Association Social Responsibility" (ASR) label, that conveys the positive image of an innovative device. The notice issued within this framework on 13 December 2012 is presented in annex (tool N°12).

**Tool N°12 - Notice on the social responsibility label of the *L'Heure Joyeuse* association established by "Vigeo Entreprise" on 13 December 2012 (in French)**

The *L'Heure Joyeuse* emphasizes the signal sent to the companies thanks to this label which guarantees that the requirements set by the company are taken into account by means of stringent procedures. It should be noted, however, that the association insists on the need to fit this labelling process within a performance and impact logics, since the label cannot be an end in itself.

**It is necessary to fit this labelling process within a performance and impact logics, since the label cannot be an end in itself.**

#### 2 / DEVELOPMENT OF THE STRUCTURE IMAGE AND NOTORIETY

By working on its image and on its visibility, a structure gives itself the means to be known and to raise public awareness about the importance of its actions and objectives. Such elements are important to encourage the potential fund providers to finance the projects.

#### Working on the image

- Developing efficient communication means
- Organizing events
- Fitting within an ecosystem

#### Developing communication means

The structure must implement efficient communication means that will disseminate, on a regular basis, its activities using the various media channels: web, social networks, press, etc. Owing to a video film produced in June 2018 on the twenty years of the *Ecoles de la 2<sup>ème</sup> Chance*, the E2C network has been able to add value to the visit of the Minister of Labour, the recognition and growth of the network, and raise public awareness through testimonies of the learners about their training processes. The link to this article is provided in annex (tool N°13). Such communication actions reinforce the reputation and recognition of the network.

**Tool N°13 - E2C article about the twentieth anniversary of the network (in French)**

**The organization of events to which the potential financial partners are invited, enables the actions of the structure to be known and valorized.**

#### Organizing events

Organizing events to which potential financial partners are invited constitutes another major instrument for the structure to be known and to valorize its actions. As an example, the *L'Heure Joyeuse* association considers that the galas it organized with a large number of players did contribute to reinforcing its visibility and reputation. This was made even more potent by the fact that the press reported on these events.

#### Fitting within an ecosystem

A structure can increase its visibility by being part of an ecosystem which recognizes its importance. Thanks to the support of the municipality of Matosinhos and of the Ministry of Education, the **A2EO association** improved its visibility and recognition. The association used the support of players who were convinced of the need to propose solutions to young NEETs in the country and were thus willing to be involved.

#### 3 / INNOVATING AND SECURING THE ACTIVITY

A structure should use proactive business intelligence and respond to calls for projects to widen and secure its funding sources. These methods make it possible to diversify the projects conducted by the structure for the young NEETs and to innovate.

<sup>28</sup> Improving the assessment and follow-up of youth insertion following training actions in developing countries

**Objectives: to innovate and secure the activities**

- Responding to call for projects
- Seeking potential partners
- Active advocacy



**Response to calls for projects**

The network AE2O has been responding to Erasmus+ projects for more than 10 years and as such has developed a strong expertise in this domain. Thanks to this knowledge, the network is able to organize meetings between young people, renew its pedagogical methods at a transnational scale, and foster the sharing of good practices. The AE2O network insists on the need to apply the "learning by doing" principle.

**Seeking a meeting with the General Manager of a company to obtain new sources of funding and secure the durability of the projects**

**Contacting companies**

Direct contacts with companies will make it possible to seek new sources of funding, secure the durability of existing projects or initiate new ones. The *L'Heure Joyeuse* association insists on the necessity to seek meetings with the General Manager of a company. This makes it possible to achieve agreement in principle, before being referred to more specific contacts. Such a meeting gives the **opportunity to explain and do advocacy for the project in progress but also to insist on the legitimacy of the structure to respond to it**, especially by relying on the knowledge the structure can boast about the youth and on its experience to successfully conduct such projects. A letter the *L'Heure Joyeuse* association addressed to the Chief Executive Officer of a Moroccan company is given in annex (tool N°14) as an example of the contact established with a potential partner.

**Tool N°14 - Letter sent by the *L'Heure Joyeuse* association to the CEO of a Moroccan company for the creation of a partnership (in French)**



**Active advocacy**

**Active advocacy** at the level of the public authorities fosters the access to public fundings. After 3 years of discussions with the Ministry of Labour, the **E2C** have been authorized to collect the apprenticeship tax in 2007. This is still a significant portion of their funding process.

## List of tools

**Tool n° 1** – Spanish E2O network charter (in Spanish)

**Tool n°2** – Summary of the E2C labelling guide (in French)

**Tool n°3** – Extract of the AE2O advocacy document “*a necessidade de políticas públicas de redução do abandono precoce da educação e formação*” (in Portuguese)

**Tool n°4** – Training specification developed by the IECD for the MedNC network

**Tool n°5** – Abstract of the 2017 moral report of the ANCT: “*Programme indicatif de formation du dispositif Nouvelle Chance Tunisie: the 4C*” (in French)

**Tool n°6** – Abstract of the ANCT learner’s follow-up booklet : “*Contrat d’objectifs -Livret de suivi de l’apprenant de l’ANCT*” (in French)

**Tool n°7** – Form “*Qui suis-je ?*”, designed by *Semeurs d’Avenir* (in French)

**Tool n°8** – Form “*School and professional orientation*”, designed by *Semeurs d’Avenir* (in French)

**Tool n°9** – Summary of the “*Guide de procédures relatives aux dispositifs d’orientation et d’insertion des jeunes en situation précaire : les COIP*” of the *L’Heure joyeuse* association (in French)

**Tool n°10** – Summary of the IECD guide entitled “*Recherche sur l’évaluation du marché du travail*” (in French)

**Tool n°11** – Abstract of the Acting for Life, Apprentis d’Auteil, Essor, GRET and IECD article: “*Améliorer la mesure et le suivi de l’insertion des jeunes suite à des actions de formation dans les pays en développement : quels outils et méthodologies pour mener une enquête ?*” Abstract of the questionnaire on the follow-up and assessment of youth insertion (in French)

**Tool n°12** – Notice on the Association Social Responsibility of the *L’Heure joyeuse* association established by Vigeo entreprise on 13 December 2012 (in French)

**Tool n°13** – Link to the article and video produced by the E2C network following the visit of the Minister of Labour for the twentieth anniversary of the E2C

**Tool n°14** – Letter sent by the *L’Heure Joyeuse* association to the CEO of a Moroccan company for the creation of a partnership (in French)

## Perspectives

The development of the present guide has enabled the participants to observe that all the structures mentioned herein face the same problematic, and that this guide could facilitate the dissemination and implementation of good practices. The interest of this approach is to capitalize on several positive experiments and innovations, and to disseminate them so that the largest number of players will gain in relevance, efficacy, efficiency, impact and reliability.

The study carried out in 2017 by the *Fédération des Entreprises d'Insertion France*, entitled "*L'insertion en Méditerranée, d'une rive à l'autre*", provides the detailed contextual elements on the thematic of employability and professional insertion within 11 Mediterranean countries.

The European agency CEDEFOP has developed the *VET toolkit for tackling early leaving* platform, which constitutes a repository of good practices intended to be used by the European players in education and professional training. It describes the key success factors and provides practical tools.

For more information, refer to the agency web site:  
[www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving)

This guide, which by no means claims to be exhaustive, is intended to evolve and to be completed with experiences from other players in this domain. Thus, before 2020 a second issue shall be published by the IECD, based on the feedbacks.

Dear readers, you are kindly invited to express your expectations:

### 1 / General comments about this guide

- Positive points to be kept
- Points to be further developed or modified

### 2 / New thematic to be studied – a few examples below

- Involvement of the young learners and of their families
- Gender issues
- Training the trainers
- Awareness raising about environmental stakes
- Etc.

### 3 / List of tools sought

## Contacts of the structures

### France

#### L'Institut Européen de Coopération et de Développement (IECD)

Web site: <http://www.iecd.org/>

Contact: Mrs Astrid Desjobert  
[astrid.desjobert@iecd.org](mailto:astrid.desjobert@iecd.org)

#### Le Réseau des Ecoles de la 2<sup>ème</sup> Chance (E2C)

Web site: <https://reseau-e2c.fr/>

Contact: Mr. Diba Medjahed  
[d.medjahed@e2cel.org](mailto:d.medjahed@e2cel.org)

#### Fédération des Ecoles nationales de production

Web site:

<https://www.ecoles-de-production.com/>

Contact: Mr. Dominique Hiesse  
[hiesse@wanadoo.fr](mailto:hiesse@wanadoo.fr)

#### Fondation Apprentis d'Auteuil

Web site:

<https://www.apprentis-auteuil.org/>

Ouvre Boîte contact: Mrs. Marie Sermage  
Skola contact: Mrs. Marie Meganck

### Spain

#### Asociación española de escuelas de segunda oportunidad (E2O)

Web site: [www.e2oespana.org](http://www.e2oespana.org)

Contact: Mr. Guillaume Thureau  
[guillaume.thureau@e2oespana.org](mailto:guillaume.thureau@e2oespana.org)

### Portugal

#### Associação para a Educação de Segunda Oportunidade (AE2O)

Web site: [www.segundaoportunidade.com](http://www.segundaoportunidade.com)

Contact: Mr. Luis Mesquita  
[geral@segundaoportunidade.com](mailto:geral@segundaoportunidade.com)

### Tunisia

#### L'Association Nouvelle Chance Tunisie (ANCT)

Contact: Mrs. Zeineb Fourati  
[zeineb.fourati@mednc.org](mailto:zeineb.fourati@mednc.org)

### Morocco

#### Association Aj Jisir

Web site: [www.aljisir.ma/](http://www.aljisir.ma/)

Contact: Mrs. Wafa Berny  
[w.berny-mezouar@aljisir.ma](mailto:w.berny-mezouar@aljisir.ma)

#### Association l'Heure Joyeuse

Web site: [www.heurejoyeuse.ma/fr/](http://www.heurejoyeuse.ma/fr/)

Contact: Mrs. Leila Benhima Cherif  
[accueil@heurejoyeuse.ma](mailto:accueil@heurejoyeuse.ma)

### Lebanon

#### Association Semeurs d'Avenir

Web site: [www.sda-lb.org/](http://www.sda-lb.org/)

Contact: Mrs. Hoda Fakhoury  
[hoda.fakhoury@iecd.org](mailto:hoda.fakhoury@iecd.org)

#### Association Arc en ciel

Web site: <http://www.arcenciel.org/fr/>

Contact: Mr. Robin Richa  
[aec@arcenciel.org](mailto:aec@arcenciel.org)

### Algeria

#### Ecole de vente Miftah Ennajah

Contact: Mrs. Chanez Aoun  
[aoun.cha@gmail.com](mailto:aoun.cha@gmail.com)





# ANNEXES

Tools



## Principios fundamentales de las escuelas de segunda oportunidad (E2O) en España

Este documento se basa en los principios recogidos en el Libro Blanco sobre educación y formación de la Comisión Europea "Enseñar y Aprender - Hacia una sociedad del conocimiento" (Bruselas 29 de noviembre de 1995).

Los Programas de Segunda Oportunidad se recogen en el Plan de Implantación de la Garantía Juvenil en España, entre las medidas para mejorar la empleabilidad e incrementar las oportunidades laborales de aquellos jóvenes desempleados que abandonaron los estudios a una edad temprana.

Una escuela de segunda oportunidad en España respeta los siguientes principios:

### I. Reconocimiento de la Administración local y autonómica:

- Trabaja en programas financiados y supervisados por la Administración local, regional y estatal correspondiente, destinados a mejorar las aptitudes y competencias profesionales y personales de los jóvenes.
- Dispone de los medios financieros, estructurales y humanos necesarios, para garantizar la continuidad de la intervención con dichos jóvenes.
- Desea disponer de un marco legal que propicie el reconocimiento y la homologación de este modelo y sus acciones educativas y formativas.

### II. Objetivo: favorecer la integración profesional y social duradera de aquellos jóvenes desempleados que se encuentran fuera del sistema educativo:

- Requiere del compromiso voluntario del joven a participar.
- Propicia iniciar la intervención con menores de 16 años.
- Ofrece a los jóvenes un marco educativo mediante la puesta en marcha de itinerarios educativos personalizados con fórmulas pedagógicas atractivas, innovadoras, participativas e inclusivas que alternen la formación y el trabajo.
- Proporciona experiencias motivadoras y entornos de aprendizaje flexible, modular y adaptado a sus necesidades específicas.
- Promueve el éxito de estos jóvenes en programas formativos alternativos a los que el sistema educativo les ha proporcionado durante sus años de escolarización ordinaria.
- Favorece el retorno al sistema educativo reglado y/o la transición de los jóvenes al mundo laboral, desarrollando competencias transversales necesarias para el empleo, así como habilidades y destrezas propias de la formación profesional impartida.
- Considera la formación profesional asociada al Sistema Nacional de Cualificaciones Profesionales como un elemento clave en la integración social de los jóvenes.
- Ofrece a los jóvenes recursos de orientación y acompañamiento antes, durante y después de su paso por la E2O.
- Propicia las mismas oportunidades para los y las jóvenes.
- Origina una intervención educativa acompañada de iniciativas integrales que mejoren la situación de las familias y de ellos mismos (caso de menores no acompañados e inmigrantes en general, por ejemplo).

### III. Desarrollo de competencias sociales y profesionales:

- Promueve la obtención de las habilidades sociales y laborales necesarias para conseguir una inserción de calidad en nuestra sociedad. Esta formación ha de ir adaptándose a las necesidades de cada joven y a las del mercado laboral y las que la sociedad demanda en cada momento.
- Desarrolla planes de trabajo individualizados abiertos y flexibles de educación-formación-inserción.
- Diseña y realiza propuestas pedagógicas para la adquisición de competencias clave.
- Trabaja las competencias relacionadas con oficios a partir de las cualificaciones y unidades de competencia del Sistema Nacional de Cualificaciones Profesionales, en consonancia con las necesidades del mercado de trabajo.
- Trabaja, partiendo de la particularidad de cada joven y mediante el vínculo educativo, su responsabilización para con su situación y futuro personal.
- Promueve la formación de personas autónomas, justas, tolerantes y solidarias, transmitiendo valores tales como la igualdad de género, la sensibilidad medioambiental, la participación comunitaria y la inclusión social.

### IV. Colaboración con las empresas:

- Entiende a la empresa como parte fundamental y necesaria, invitándola a participar e involucrarse en todas las fases y/o procesos, con el fin de hacerla co-partícipe en la búsqueda de resultados exitosos para los jóvenes.
- Debe contribuir a la adecuación continua entre los intereses de los jóvenes y las necesidades del mercado de trabajo concreto.
- Debe trabajar en la sensibilización de las empresas, facilitándoles fórmulas de RSC y promoviendo el voluntariado corporativo.
- Pretende que la empresa participe en el diseño y desarrollo de las propuestas educativas y formativas de los jóvenes.
- Configura la realización de prácticas no laborales y la Formación Profesional en colaboración con las empresas (dual o en alternancia) como elementos esenciales en el itinerario de formación de aquellos alumnos y alumnas que carecen de experiencia profesional.

### V. Trabajo en Red:

- Coordina la intervención de su alumnado con otros agentes sociales, educativos y de salud del territorio.
- Con un enfoque comunitario, comparte con el resto de entidades y administraciones de su entorno, especialmente con los servicios sociales comunitarios, la intervención con los jóvenes, sus avances, inquietudes, proyectos futuros, etc., de manera que la acción colectiva contribuya a un trabajo más fructífero.
- Comparte con el resto de E2O de la Red Nacional sus experiencias, diseñando estrategias de futuro y estableciendo planes de trabajo en cooperación con la Administración.

Barcelona, el 11 de noviembre del 2015,

Mari Paz Zuluaga  
Directora Centro de FPB de Leioa  
Fundación ADSIS

Begonya Gasin Yague  
Directora  
Fundació El Llindar

Roberto García Montero  
Coordinador del área formativa  
Peñascal kooperatiba

Francisco J. Alcaraz Jiménez  
Director Diseño y Desarrollo de Proyectos  
Fundación Proyecto Don Bosco

José María Lamana Cónsola  
Subdirector  
Fundación Federico Ozanam

Marta Martínez Sánchez  
Directora Área Formación y Empleo  
Fundación Tomillo

Han apoyado el primer encuentro de las E2O en España y son testigos de este compromiso:

Prof. Ilan Chet  
Secretario General Adjunto  
Unión por el Mediterráneo

Prof. Jean-Louis Reiffers  
Presidente  
E2C de Marsella

Pierre Massis  
Delegado General  
OCEMO

## Tool n°2 / Summary of the E2C labelling guide (in French)

available at the following link <https://reseau-e2c.fr/wp-content/uploads/2018/06/Guide-de-label-lisation-R%C3%A9seau-E2C-France.pdf>



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## Tool n°3 / Extract of the AE2O advocacy document "a necessidade de políticas públicas de redução do abandono precoce da educação e formação" (in Portuguese)

available at the following link <https://estrategiarap.wordpress.com/estrategia-nacional/>

### A NECESSIDADE DE POLÍTICAS PÚBLICAS DE REDUÇÃO DO ABANDONO PRECOCE DA EDUCAÇÃO E FORMAÇÃO

(A partir da Proposta de Estratégia Nacional de Redução do Abandono Precoce da Educação e Formação) <https://estrategiarap.wordpress.com/estrategia-nacional/>

#### O GRAVE PROBLEMA SOCIAL DO ABANDONO PRECOCE

O "abandono precoce de educação e formação" (APEF) dá conta do grave problema social que constitui o abandono da escola, todos os anos, de milhares de jovens portugueses antes de completarem a sua formação básica, tornando-se dessa forma particularmente vulneráveis ao desemprego, pobreza e exclusão social.

O APEF é um fenómeno sistémico que interliga condições culturais e socioeconómicas das famílias, desadequação da escola e das respostas formativas, situações específicas e problemáticas da vida e do desenvolvimento dos jovens e a relação da escola com as famílias e o trabalho.

Sem qualificações adequadas para aceder a um emprego ou a novos percursos de formação e sem competências pessoais e sociais básicas para uma adequada integração social e ocupacional, o abandono precoce da educação formação é um fator participante do amplo processo que condena os jovens ao desemprego, a uma existência precária e a um futuro incerto.

O abandono da escola e da formação antes de completar o ensino secundário é com frequência o resultado de um processo cumulativo e progressivo de rutura/separação ("disengagement") da escola. A investigação sobre o abandono precoce tem vindo a colocar em evidência a fortíssima relação deste com a retenção e o insucesso, remetendo para uma conceção de abandono precoce enquanto processo que começa na escola. O abandono escolar é na verdade feito de "abandonantes" e "abandonados", de afastamento dos jovens mas também de desinvestimento da escola na sua integração. Percursos de formação pouco flexíveis, insucessos repetidos, climas de escola pouco saudáveis com relações pobres entre alunos e professores e com pouco espaço para a participação dos jovens conferem à Escola uma responsabilidade importante no processo segregador, continuando as funções de seleção a prevalecer sobre as funções de integração e formação.

Portugal continua a apresentar resultados inaceitáveis de qualificação dos seus jovens. O último relatório da OCDE, "Society at a Glance 2016", dá conta de que 34% dos jovens portugueses não completam a sua formação secundária, registando Portugal a 3ª maior taxa de desqualificação de jovens em toda a zona OCDE, só ultrapassada pela Turquia e o México. A aclamada redução da taxa de APEF1 (*abandono precoce da educação e formação*) em Portugal, ainda assim uma das mais altas da Europa (14%) e bem distante da meta europeia de 10% até 2020, não traduz a verdadeira dimensão do problema, (podendo aliás questionar-se as condições e critérios de recolha desta informação), num país com uma das mais altas taxas de pobreza na EU e um desemprego jovem com valores alarmantes.

Precisamos por isso de políticas APEF em 3 planos:



**1. Cooperação dos atores/parceiros/promotores e das plataformas locais de cooperação** envolvidas no trabalho APEF. A nível local precisamos de dispositivos territoriais, municipais ou intermunicipais, redes sociais de cooperação local que funcionem como antenas e que trabalhem no sentido de identificar e receber sinalizações dos casos de abandono escolar e baixas qualificações de jovens (cumprindo funções de sistemas de "early warning"), que acionem as respostas adequadas para cada situação sinalizada e que monitorize e avalie este esforço local, propondo a reconfiguração da capacidade de resposta instalada e eventualmente a criação de novas resposta que se revelem indispensáveis.

**2. Investir na recolha de informação e na produção de conhecimento** sobre o APEF, através de recolha regular de informação relevante, que deverá ser acessível e efetivamente usada no desenvolvimento das políticas. É necessário organizar um sistema de informação e monitorização que dê conta do desenvolvimento da situação relativa ao APEF. A informação pertinente para o conhecimento do APEF é presentemente recolhida por diferentes departamentos e agências em vários Ministérios, pelo que uma abordagem colaborativa interministerial de recolha e partilha de informação seria desejável. O sistema de dados a recolher deveria incluir designadamente:

- género e nacionalidade;
- idade de entrada e de saída da educação formação;
- proveniência a nível nacional, regional e local;
- escolas frequentadas pelos estudantes e informação sobre tipo de escola (pública, privada, religiosa, etc)
- resultados escolares;
- frequência escolar e absentismo;
- estatuto socioeconómico das famílias;
- emprego ou desemprego dos jovens em abandono precoce.

A recolha e mobilização de informação pertinente é absolutamente indispensável para conhecermos a verdadeira situação em profundidade e para podermos ter resultados eficazes na diminuição do APEF, assegurando a devida monitorização e avaliação das medidas.

**3. Uma política para o APEF deve desenvolver-se no quadro das políticas sociais públicas de emprego, juventude, família, integração social** que persistentemente precisam de enfrentar os novos e velhos desafios da pobreza e da exclusão social. Neste contexto devem **promover um quadro articulado e coerente de medidas nas áreas da prevenção, intervenção e compensação**, identificando e valorizando as medidas existentes e também as áreas críticas em que é preciso acrescentar respostas. Articulando-se harmoniosamente com o desenvolvimento dos sistemas de educação formação e sendo parte do esforço de qualificação do país, as medidas de **prevenção** têm por fim evitar que o problema surja, melhorando os resultados da aprendizagem e eliminando os obstáculos ao sucesso escolar, as medidas de **intervenção** devem reagir cedo aos sinais de alerta e prestar um apoio específico aos alunos em risco de abandono e as medidas de **compensação** visam ajudar os jovens que abandonaram a escola prematuramente a retomar os estudos, dando-lhes a

possibilidade de reingressar no ensino e na formação e de adquirirem as qualificações que não tiveram oportunidade de obter.

O nível da compensação, particularmente deficitário no nosso país, deve oferecer condições de aprendizagem que respondam às necessidades específicas das pessoas que abandonaram a escola prematuramente, proporcionando uma experiência de formação inovadora, diferente das ofertas regulares, quer do ponto de vista organizativo quer pedagógico, através de percursos educativos mais individualizados e flexíveis. É necessário reforçar o acesso a ofertas de educação de segunda oportunidade para todos os jovens, nos territórios onde se justificarem, aproveitando o reconhecimento público do Governo e do Ministério da Educação no reconhecimento das Escolas de Segunda Oportunidade como ofertas distintivas, capazes de oferecer uma experiência positiva da aprendizagem que tem vindo a evidenciar particular apetência para atender jovens para quem as respostas disponíveis não são adequadas, colaborando com as escolas regulares na intervenção em casos de risco de abandono.

## Tool n°4 / Training specification developed by the IECD for the MedNC network

### MedNC Trainings guidelines

#### PROJECT DESCRIPTION

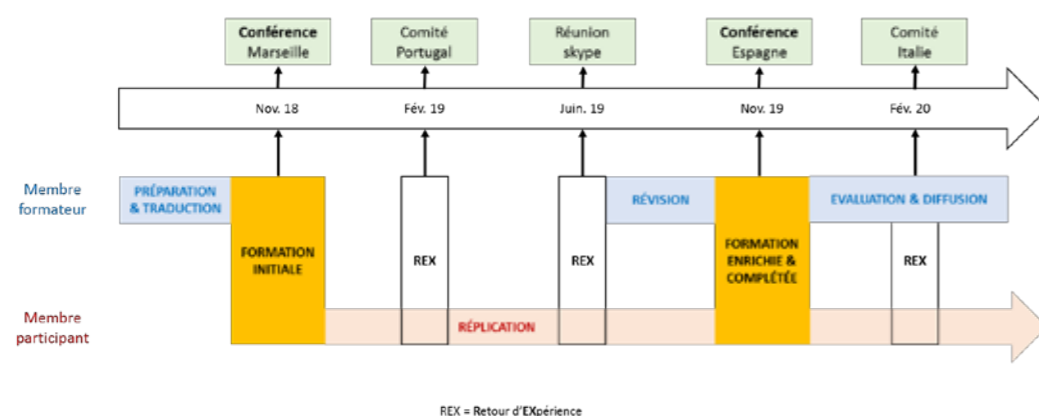
One of the major goals of the MedNC network is to identify and share best practices, based on the expertise of the members of the network.

The trainings therefore focus on the expertise and good practices implemented by the members themselves, that can contribute to the other members.

Each trainer commits to

- Transferring his know-how to other members
- Accompanying members on replicating this know-how
- Deepening the training module thanks to their returns on experience

#### TRAINING & REPLICABILITY PROCESS



#### MODALITIES

These are hybrid training made of

- ☛ Training' phases during annual conferences
  - o Duration: 2h
  - o Content and objectives are defined in a set of specifications
  - o Evaluation: beneficiary members complete a questionnaire to assess:
    - Overall satisfaction with training
    - The needs of deepening
    - Do they plan to implement the training?
- ☛ Return on Experience' phase during committees
  - o Duration: 15 min
  - o This phase defines the next objectives

#### SUPPORTS

- ☛ In 2 versions: French and English, so that they can be understood by all MedNC members
- ☛ Focus on innovative and interactive methodologies and supports

### Specifications on the initial training

## « Implementation of a methodology to measure socio-professional of young people »

By IECD

#### MAIN OBJECTIVE

Participants will be able to initiate a survey measuring the socio-professional integration of young people, based on field experiences.

#### SPECIFIC OBJECTIVES

1. Appropriate the methodology tested in 3 Mediterranean countries and the objectives of such a survey
2. Know the key indicators
3. Understand the pitfalls to avoid
4. Know the necessary steps
5. Know the required tools

**TARGET AUDIENCE:** Network members, approximately 20 to 40 participants

- ☛ Directors and heads of schools or associations
- ☛ Project coordinators in international organizations

**EXPECTED LEVEL:** Initiation

**DURATION:** 2h

#### METHODOLOGY

- ☛ Work in 3 groups to interview people who have already conducted a survey, based on the questionnaire that was used - 1h15
  - o Based on the following questions:
    - ⇒ What were the benefits of conducting this survey?
    - ⇒ Which key indicators have been selected?
    - ⇒ How to build the questionnaire?
    - ⇒ What difficulties did they encounter?
    - ⇒ What steps? what resources were needed?
  - o Based on IECD experience in 3 countries: Egypt, Lebanon, Morocco
  - o Each group draws conclusions and recommendations
- ☛ Formalization and theorization based on the conclusions by A. Desjobert - 45min

#### SUPPORTS

- Survey questionnaires & reports used by IECD in Egypt, Lebanon and Morocco
- Power point presentation in 2 versions: French and English

#### KEY RESSOURCE PERSONS

- ☛ Alexandra Girard : IECD - **Egypt**
- ☛ Astrid Desjobert : IECD - **MedNC**
- ☛ Hoda Fakhoury : Semeurs d'Avenir - **Lebanon**
- ☛ Mohammed Zouheir (ou Mohammed Bougroum ?) : Heure Joyeuse - **Morocco**

Tool n°5 / Abstract of the 2017 moral report of the ANCT:  
 "Programme indicatif de formation du dispositif Nouvelle Chance  
 Tunisie: the 4C" (in French)

Compétences visées les 4 C	Unité	Formations/activités	
(se) Connaitre	Se positionner (Ce que je suis : Connaitre ses compétences, forces et faiblesses)	Accueil participants et présentation du programme, affectation coachs	
		Entretien projet professionnel	
		Test d'orientation/de personnalité (tamheed ou autre)	
		Evaluation français : lire et comprendre	
		Evaluation français (lire à voix haute)	
		Test anglais	
		Test informatique	
		Connaissance et estime de soi	
		Sortie Team building, activités artistiques et culturelles, socialisation	
	Retour tests et Entretiens individualisés		
	Se projeter (Ce que je veux devenir : construire son projet personnel et Professionnel)	Entretiens projet professionnel	
		Présentation et analyse de cas de réussite (Nouvelle chance)	
		Rencontres avec des professionnels, visites salons et découverte des métiers	
	Se changer (agir sur soi-même)	Du projet professionnel aux Objectifs SMART (la « théorie » des trois pas)	
		PNL, process com et autres techniques et exercices de développement personnel	
Connaissance de soi			
Confiance et estime de soi			
Gestion du stress			
Communiquer	Communication orale et écrite	Objectifs et processus d'apprentissage	
		Techniques de communication	
		Français	
		Anglais	
		Techniques de recherche d'emploi	
		Préparer son CV et Ecrire une lettre de motivation et autres correspondances officielles	
		Gestion du temps	
	Communication numérique	Public speaking,	
		Préparation C2I	
		Test C2I	
		Usage professionnel du courrier électronique	
		e-réputation	
		Créer	Entreprendre (Compétences entrepreneuriales)
			Pensée divergente, créativité et opportunités entrepreneuriales
			Le Plan d'affaires et procédures de création d'entreprise
Principes de gestion (rappel et applications concrètes)			
Les dispositifs d'aide à la création et au financement de l'entrepreneuriat en Tunisie			
Rencontres, réseautage et participations à des salons d'entrepreneuriat ou professionnels			
Conduire	Leadership et conduite d'équipe	Leader ship	
		Gestion de conflits	
		Gestion du temps	
	Perfectionnement technique spécialisé (orienté certification et métier)	Certifications professionnelles (selon possibilités et besoins)	
		Formations spécifiques selon besoins	

Tool n°6 / Abstract of the ANCT learner's follow-up booklet :  
 "Contrat d'objectifs -Livret de suivi de l'apprenant de l'ANCT"  
 (in French)

A chaque étape de votre parcours, vous allez vous fixer des objectifs avec l'enseignant référent (le coach) qui vous accompagne.

Nom Prénom : .....

Enseignant référent : .....

2/ Phase 1 (Formation + Stage) :

• **Mes objectifs pour la phase 1 :**

- Etre présent(e) et m'investir lors des séances de formation
- Etre présent(e) et m'investir lors du stage en entreprise
- Etre présent(e) et m'investir lors des entretiens de coaching (temps référents)
- Consacrer le temps nécessaire pour le travail individuel demandé par les formateurs (français, anglais, informatique...)
- Lire (livres, journaux...), regarder des films, écouter une radio francophone etc.... pour améliorer sa maîtrise de la langue française utilisée en entreprise
- Lire, regarder des films, écouter des émissions en langue anglaise pour améliorer sa maîtrise de la langue anglaise
- Essayer de participer à un travail associatif pour étoffer mon CV
- Etre présent(e) et participer à toutes les activités proposées par l'ISET Nabeul
- Affiner mon projet professionnel

Mon niveau pédagogique :

- Français : .....
- Informatique : .....
- Anglais : .....

Mon projet professionnel :

.....  
 .....  
 .....  
 .....  
 .....

Le niveau à atteindre pour mon projet professionnel :

- Français : .....
- Informatique : .....



➤ Autres : .....

.....

.....

.....

.....

.....

.....

• **Bilan fin Phase 1**

Avez-vous fait votre maximum pour progresser en français ? Oui  Plutôt Oui  Plutôt Non  Non

Avez-vous fait votre maximum pour progresser en informatique ? Oui  Plutôt Oui  Plutôt Non  Non

Avez-vous fait votre maximum pour progresser en anglais ? Oui  Plutôt Oui  Plutôt Non  Non

Etes-vous satisfait des différents thèmes de formation ? Oui  Plutôt Oui  Plutôt Non  Non

Etes-vous satisfait de votre progression pédagogique ? Oui  Plutôt Oui  Plutôt Non  Non

Avez-vous fait votre maximum pendant le stage ? Oui  Plutôt Oui  Plutôt Non  Non

Etes-vous satisfait de votre stage ? Oui  Plutôt Oui  Plutôt Non  Non

Avez-vous eu des retards ou des absences à l'ISSET Nabeul et/ou en entreprise ? Oui  Plutôt Oui  Plutôt Non  Non

Avez-vous des propositions de formation

.....

.....

.....

Commentaires :

.....

.....

.....

.....

Mon niveau pédagogique mis à jour :

- Français : .....
- Anglais : .....
- Informatique : .....

Mon projet professionnel :

.....

.....

.....

.....

.....

.....

**Qui suis-je ?**

Dans le cadre du programme d'orientation des jeunes élèves, l'IECD/SDA propose une séance pour le développement personnel de l'élève : Qui suis-je ?

Objectifs de l'activité :

- Permettre à l'élève de connaître ses qualités, ses défauts et ses valeurs
- Permettre à l'élève de connaître ses besoins et ses aspirations

L'organisation de l'activité :

Répartis en groupes, les élèves réalisent des exercices de réflexion qui traitent les sujets suivants :

- Les moments forts de leur vie
- Les moments qui leur permettent de se ressourcer
- Leurs qualités
- Leurs valeurs
- Leurs talents
- Leurs rêves d'enfance
- Leurs rêves comme adultes
- Leurs critères de satisfaction

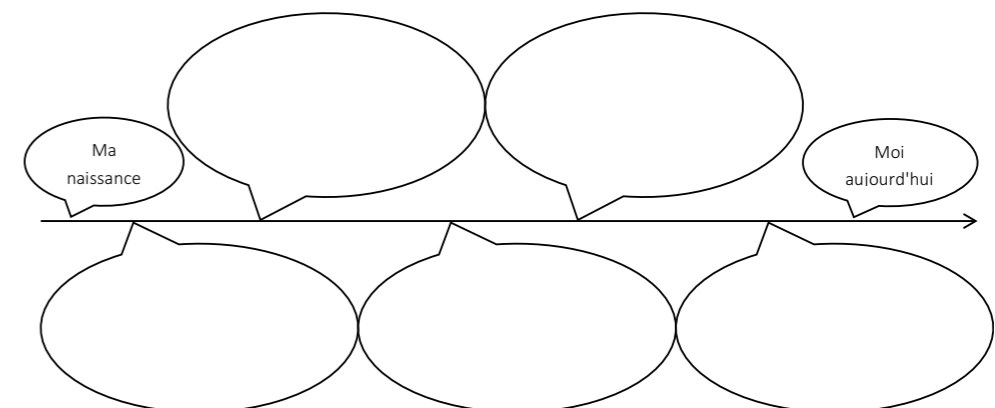
Les élèves utilisent le support suivant pour réaliser cette activité :

Pour bien s'orienter dans la vie, il faut d'abord bien se connaître soi-même : ce que tu aimes, ce que tu n'aimes pas, ce qui te rend heureux, tes qualités et tes défauts, tes aspirations... Voici quelques exercices qui t'aideront à mieux te connaître.

👉 Réponds seul(e) aux questions suivantes et partage ensuite tes réponses avec ton groupe :

**Les moments forts de ma vie**

Cette échelle résume ta vie : note les événements positifs et importants, qui l'ont marquée. Note les réussites dont tu es fier : une date et quelques mots clés.



**Les moments qui me ressourcent**

Note 7 choses qui te plaisent dans la vie et que tu ne veux pas changer. Par exemple : écouter de la musique, me promener, passer du temps avec mes amis.

Note uniquement les petits moments du quotidien qui te plaisent et te permettent de te reconnecter à toi même.

1. ....
2. ....
3. ....
4. ....

**Tool n°8 / Form "Orientation scolaire et professionnelle", designed by Semeurs d'Avenir (in French)**

**Orientation scolaire et professionnelle**

Dans le cadre du programme d'orientation des jeunes, l'IECD/SDA leur propose un entretien d'orientation pour les accompagner dans leur réflexion concernant leurs études et leurs projets professionnels.

L'entretien d'orientation s'adresse aux jeunes souhaitant s'inscrire à l'école ou de jeunes élèves en cours de formation.

L'entretien d'orientation est un premier pas dans la maturation du projet du jeune et il a pour avantage de souvent lui ouvrir l'esprit vers de nouvelles perspectives, jusque-là inconnues ou ignorées. C'est aussi l'occasion pour le jeune de mieux se connaître et de révéler des aspects de sa personnalité qu'il a peut-être sous-estimé.

**Objectifs de l'activité :**

- Informer le jeune sur les formations (contenu, durée, coûts) présentes dans l'école et sur leurs débouchés professionnels.
- Soutenir et orienter l'élève dans ses choix scolaires et professionnels.
- Diminuer le regret du choix de formation et l'abandon ou l'échec scolaire.
- Renforcer la confiance en soi du jeune en lui permettant de faire des choix clairs.
- Valoriser la formation technique.

**L'organisation de l'activité :**

L'entretien d'orientation est souvent effectué en individuel et ce afin de mieux connaître l'élève et ses aspirations. L'entretien se décline en plusieurs étapes :

- Faire connaissance avec l'élève.
- Introduction sur l'éducation technique et la formation professionnelle (vs. académique).
- Présentation des spécialisations de l'école.
- Discussion avec l'élève de ses préférences pour diminuer les choix de spécialisations (par élimination).
- Explication en détails des spécialisations choisies (matières, débouchés, stage...).
- Explication de la procédure d'inscription et conditions d'admission (test...).

**Entretien d'orientation (lors d'une discussion rapide avec le jeune)**

Le tableau suivant n'a pas vocation à être utilisé lors d'un entretien d'orientation approfondi avec le jeune/élève, d'autres documents et tests sont à votre disposition pour ce type d'entretien.

La liste de questions suivante peut être utilisée lors d'une discussion avec le jeune/élève (et souvent en la présence des parents lors de la période d'inscription) afin de cerner le contexte et ses motivations et pouvoir l'accompagner dans ses choix. Suite à ce premier contact, un entretien plus élaboré peut être fixé.

Date	
Informations personnelles	Prénom et Nom
	Age (année de naissance)
	Adresse
	Numéro de téléphone
	Email
	Profession du père
Le parcours du jeune /élève	Formation en cours (s'il est déjà inscrit)
	Comment tu as eu connaissance des formations et de l'école ?
	Tes études antérieures
	Ta matière préférée
	La matière la plus difficile
	Trouves-tu des difficultés à mémoriser des informations et comment tu t'y prends ?
Les envies et les aspirations	Comment tu étudies ?
	Ta préférence parmi les activités suivantes et pourquoi ?
	Tes centres d'intérêt, ta passion, tes loisirs, tes talents
	Ton métier préféré, tes aspirations
	Pourquoi tu as envie de faire cette formation ?
	Que sais-tu de cette formation ?
L'avis des parents	Est-ce que tu as déjà travaillé et dans quel secteur ?
Suivi	

**Tool n°9 / Summary of the "Guide de procédures relatives aux dispositifs d'orientation et d'insertion des jeunes en situation précaire : les COIP" of the L'Heure joyeuse association (in French)**

available at the following link [http://www.heurejoyeuse.ma/site\\_media/uploaded\\_files/Guide-Francais-COIP.pdf](http://www.heurejoyeuse.ma/site_media/uploaded_files/Guide-Francais-COIP.pdf)

**GUIDE DE PROCÉDURES RELATIVES  
AUX DISPOSITIFS D'ORIENTATION ET  
D'INSERTION DES JEUNES  
EN SITUATION PRÉCAIRE:  
"LES COIP"**

afel  
Solidarité Laïque  
PROFESSEURS D'ÉCOLES LAÏQUES

Guides réalisés par Danyelle Elhoue et Cécile  
SAVENEUR

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Tool n°11 / Abstract of the Acting for Life, Apprentis d'Auteuil, Essor, GRET and IECD article: "Améliorer la mesure et le suivi de l'insertion des jeunes suite à des actions de formation dans les pays en développement : quels outils et méthodologies pour mener une enquête ?"

available at the following link <http://www.entrepreneursud.org/media/Am%C3%A9liorer-le-suivi-de-l-insertion-des-jeunes1.pdf>

Abstract of the questionnaire on the follow-up and assessment of youth insertion (in French)

available at the following link [http://www.entrepreneursud.org/media/Questionnaire\\_d\\_enquete\\_Mesure\\_suivi\\_insertion\\_des\\_jeunes\\_PDF.pdf](http://www.entrepreneursud.org/media/Questionnaire_d_enquete_Mesure_suivi_insertion_des_jeunes_PDF.pdf)

## Améliorer la mesure et le suivi de l'insertion des jeunes suite à des actions de formation dans les pays en développement

Quels outils et méthodologies pour mener une enquête ?

### Historique du groupe

Début 2012, un groupe informel a été créé sous l'impulsion d'Essor, afin que quelques ONG actives sur la formation professionnelle puissent échanger plus régulièrement et partager leurs pratiques. Ce groupe rassemble aujourd'hui cinq ONG françaises, actives dans la formation et l'insertion professionnelles des jeunes en Afrique, Asie, Moyen-Orient et Amérique latine : le Gret, l'IECD, Apprentis d'Auteuil, Acting for Life et Essor. Elles ont réalisé ensemble une quinzaine de réunions. Depuis novembre 2015, l'AFD soutient le groupe afin d'accompagner sa structuration et sa capacité à passer à une phase d'échanges à de la production de connaissances pouvant être utiles à d'autres opérateurs de la formation et de l'insertion professionnelles des jeunes. Des journées d'échanges, dédiées à un volet particulier de la formation professionnelle et de l'accès à l'emploi des jeunes, permettent la publication de notes pratiques et simples à l'usage des acteurs du développement intéressés par la thématique.

**Avec le soutien :**



*La présente publication a été élaborée avec l'aide de l'Agence française de développement (AFD). Le contenu de la publication relève de la seule responsabilité du Gret et ne peut aucunement être considéré comme reflétant le point de vue de l'AFD.*

**➔ Accéder au questionnaire d'enquête :**  
[Questionnaire d'enquête sur le suivi de jeunes en Excel](#)  
[Questionnaire d'enquête sur le suivi de jeunes en PDF](#)

Article rédigé par l'IECD (Astrid DESJOBERT).  
 Avec les contributions de : Acting for Life (Johanne VILLEGAS), Apprentis d'Auteuil (Carine PARENT), Essor (Ambroise LE MOAL), Gret (Sandra BARLET, Marie-Christine LEBRET).  
 En collaboration avec : Alicia MARGUERIE : doctorante en

### LES ENJEUX DE LA MESURE DE L'INSERTION

- **De qui parle-t-on ?**

Les réflexions et les enquêtes de suivi de jeunes après obtention d'un diplôme se sont fondées sur une population de jeunes des pays ayant participé à des formations courtes ou longues, et qui sont accompagnés à travers les projets des différentes ONG du groupe. Il s'agit de s'intéresser à la mesure et au suivi de leur insertion socioprofessionnelle, après la fin de leur formation ou de leur accompagnement.

Les « partenaires locaux » sont des centres de formation ou des associations implantés dans les territoires d'intervention, qui œuvrent pour l'insertion socioprofessionnelle.

- **Premier constat : mesurer l'insertion est primordial**

Chacune des cinq ONG reconnaît l'importance de mesurer et de suivre l'insertion socioprofessionnelle. Cela est aussi vrai pour les partenaires locaux. Tout d'abord pour améliorer l'insertion des jeunes, ce qui est l'objectif final des projets mis en place par les

Économie, Laboratoire d'évaluation des politiques publiques du Crest et Université Paris-Saclay. • Yusuf KOCOGLU : maître de conférences en Économie, Université de Toulon; chercheur au LÉAD, Faculté des sciences économiques et de gestion. • Isabelle RECOTILLET : docteure en Économie, consultante internationale, spécialisée en économie du travail et économie de l'éducation.

**➔ Accéder aux autres articles :**  
 Portail [www.entrepreneursud.org](http://www.entrepreneursud.org)



Questionnaire sur le suivi et la mesure de l'insertion des jeunes

**0. Informations préliminaires**

0.1. N° identifiant de l'enquêté(e)

0.2. Nom de l'enquêteur

0.3. Date de la collecte

0.4. Durée de la collecte (en minutes)

**I. Situation professionnelle depuis la fin de la formation**

I.1. Depuis le moment où vous étiez disponible à la fin de votre formation, quelle a été la durée de votre plus longue période d'activité professionnelle ? (en mois)

I.2. Depuis le moment où vous étiez disponible à la fin de votre formation, combien d'employeurs différents avez-vous eu ?

I.3. Calendrier des activités

Mois	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Total	0	0	0	0	0	0

*L'enquêté(e) doit fournir des réponses chiffrées de manière à remplir toutes les cases du tableau.*  
*Mois par mois, passer en revue les questions suivantes:*

A. Quels sont les mois où vous avez travaillé en étant rémunéré ?

B. Quels sont les mois où vous avez exercé une activité relevant de l'aide familiale, c'est-à-dire à aider un membre de votre famille sans rémunération ?

C. Quels sont les mois où vous avez exercé une activité relevant de l'auto-emploi ou de l'emploi indépendant ?

D. Quels sont les mois où vous étiez en recherche active d'emploi et sans travail ?

E. Quels sont les mois où vous étiez inactif sans rechercher de travail ?

F. Quels sont les mois où vous étiez en formation (autre que la formation faisant l'objet de ce suivi) ?

**II. Votre situation actuelle**

II.1. Travaillez-vous actuellement ?

Oui

Non  *Passer directement à II.4.*

II.2. Pouvez-vous me préciser depuis combien de mois vous exercez ce travail ?

II.3. Comment avez-vous trouvé ce travail ? (Un seul choix possible) *Passer directement à II.7. après cette question.*

Relations personnelles

Petites annonces

Ecole

Concours

Internet

Agence publique d'aide à l'emploi

Autre (préciser)

II.4. Etes-vous sans travail et disponible pour travailler dans les 2 semaines ?

Oui

Non

II.5. Pouvez-vous me préciser depuis combien de mois vous êtes sans travail ?

II.6. Comment pensez-vous trouver un travail ? (Plusieurs choix possibles)

Relations personnelles

Petites annonces

Ecole

Concours

Internet

Agence publique d'aide à l'emploi

Autre (préciser)



Avis sur la responsabilité sociale de l'Association l'Heure Joyeuse

Nous avons procédé à l'audit en Responsabilité sociale du dispositif de la COIP (Cellule d'orientation et d'insertion Professionnelle) de l'Association l'Heure Joyeuse du 9 au 12 juillet 2012. Nous avons mené nos diligences conformément aux principes généraux de la profession et à notre méthodologie. Nous estimons que les informations que nous avons recueillies reflètent fidèlement la situation de l'association. Cet avis, établi le 13 décembre 2012, résumera nos conclusions.

Avis sur la maîtrise des facteurs de risques

- Utilité sociale du programme de la COIP :**
  - Clarté et précision de la mission.** La visibilité des objectifs du programme est tangible, et leur pertinence est élevée par rapport au contexte local marocain.
  - Légitimité des attentes et des besoins ciblés.** De nombreuses études officielles, enquêtes et statistiques mettent en exergue les déficits auxquels répond la mission de la COIP. Le dialogue avec les parties prenantes externes est effectif et de qualité élevée.
  - Efficacité et accomplissement de la mission.** Formalisation d'un manuel de qualité couvrant la majorité des opérations du programme. L'Association dispose de capacités réelles pour s'auto-évaluer, notamment par la définition de boucles de contrôle. Nous avons recommandé la mise en place d'enquêtes de satisfaction orientées clients et bénéficiaires.
  - Rédaction de l'activité et les résultats.** Des comptes rendus sont assurés régulièrement à l'attention du Bureau, des membres et auprès des partenaires. Nous avons recommandé l'amélioration du ciblage de la communication et l'affichage public des indicateurs d'activité du Programme.
- Gouvernance de l'association :**
  - Contrôle interne et externe & revue des risques.** La certification des comptes est assurée par un cabinet externe. Le contrôle interne est effectif et une revue de risque est formalisée.
  - Equilibre des pouvoirs et démocratie interne (Conseil d'Administration & Assemblée Générale).** L'AG se réunit annuellement, ouverte aux membres et aux partenaires, et le Bureau mensuellement.
  - Autonomie stratégique et programmatique.** La pérennité du Programme est partiellement favorisée par la récurrence de certains dons. Nous avons recommandé de diversifier les donateurs.
  - Transparence financière.** Edition d'un rapport d'activité détaillé 2011 ainsi que de rapports d'activités mensuels, trimestriels et semestriels. Ces rapports intègrent des indicateurs d'activités chiffrés et commentés. Nous considérons que la publication de ces informations serait de nature à préserver la transparence financière et l'image de marque de l'association.
- Responsabilité sociale :**
  - Respect des droits et clarté des statuts des salariés.** L'Association dispose de statuts et d'un règlement intérieur formalisé et affiché dans ses locaux. Tous les salariés de l'Heure Joyeuse disposent d'un contrat de travail conforme à la législation en vigueur, bénéficient du régime obligatoire de sécurité sociale (CNSS) et d'un régime de retraite supplémentaire (CIMR), ce qui constitue une pratique exemplaire. Nous avons positivement relevé que les fiches de postes ont été définies pour le personnel de la COIP assorties d'un dispositif d'évaluation des performances pour l'année 2011. Nous avons recommandé à l'Association de se doter d'une définition du statut de ses intervenants bénévoles.
  - Clarté et intégrité des clauses contractuelles avec les fournisseurs.** La procédure d'achat est formalisée ainsi que les principes d'achats. Nous avons recommandé l'inclusion de clauses de conformité sociale parmi les critères d'achat de l'Association.
  - Egalité de traitement des membres et ouverture de l'association.** Nous avons recommandé la formalisation de la procédure d'adhésion à l'Association.

M. Fouad Benseddik  
Directeur de mission

Melle Zineb Belymam  
Auditrice

BRUSSELS  
Rue du Progrès 333 / B7  
1030 Brussels - Belgium  
T : +32 2 206 67 91  
F : +32 2 206 67 90  
contact@vigeo-belgium.com

CASABLANCA  
Technopark - Nouaceur Road  
BP 16435 - Casablanca - Morocco  
T : +212 22 87 14 77  
F : +212 22 87 47 27  
contact@vigeo.com

MILAN  
Via d'Ovidio, 3  
20131 Milan - Italy  
T : +39 02 36 51 81 10  
F : +39 02 36 51 81 17  
contact@vigeo-italia.com

PARIS  
Les Mercunaires 40 rue Jean Jaurès  
93170 Bagnolet - France  
T : +33 1 55 82 32 40  
F : +33 1 55 82 32 50  
contact@vigeo.com

www.vigeo.com

## Tool n°13 / Link to the article and video produced by the E2C network following the visit of the Minister of Labour for the twentieth anniversary of the E2C (in French)

available at the following link <https://travail-emploi.gouv.fr/actualites/l-actualite-du-ministere/article/video-20-ans-des-ecoles-de-la-2eme-chance-retour-sur-la-visite-de-muriel>

### Video | Ecoles de la 2ème Chance : 6000 jeunes formés en plus et 9 nouveaux établissements ouverts d'ici 2022

mise à jour : 29.06.18

Actualités



6 000 jeunes supplémentaires formés et 9 nouvelles Écoles de la deuxième chance (E2C) d'ici 2022, a annoncé Muriel Pénicaud, ministre du Travail, à Marseille, à l'occasion des 20 ans des Écoles de la deuxième chance (E2C).

Muriel Pénicaud, ministre du Travail, a annoncé que, d'ici 2022, 6 000 jeunes supplémentaires seront formés et 9 nouveaux établissements ouvriront leurs portes. Cette annonce avait lieu à l'occasion des 20 ans des Écoles de la deuxième chance (E2C), jeudi 28 juin, en présence d'Édith Cresson, Présidente de Fondation Édith Cresson pour les Écoles de la deuxième Chance. La Ministre a également pu échanger avec des apprenants et des responsables d'entreprises partenaires des E2C dans toute la France.



Retour en images sur la visite de Muriel Pénicaud, Ministre du Travail, à l'École de la deuxième chance (E2C) de Marseille, le 13 octobre 2017.

## Tool n°14 / Letter sent by the L'Heure Joyeuse association to the CEO of a Moroccan company for the creation of a partnership (in French)

Monsieur le Président,

L'Heure Joyeuse, association d'utilité publique est aussi la première association marocaine labellisée par Vigeo en RSA, (Responsabilité sociale des Associations) et ceci depuis 2012. Les Pôles d'activité de l'Heure Joyeuse sont la Santé avec la lutte contre la mortalité infantile, l'Éducation et aujourd'hui et pour les cinquante années à venir, la Formation pour l'insertion des populations de jeunes peu ou pas qualifiées.

En effet depuis 2009, nous avons lancé la COIP, Cellule d'Orientation et d'Insertion Professionnelle qui est un dispositif d'accompagnement des NEET, (jeunes peu ou pas qualifiés, Not in Education, Employment or Training).

Grâce à nos partenaires, nous avons pu, au fil des ans, développer notre outil et assurer sa duplicabilité.

Aujourd'hui ce dispositif innovant et impactant qui Accueille, Oriente, Forme et Insère est développé dans trois quartiers à Casablanca, Belvédère, Lemkansa et Sidi Maarouf.

En effet en 2014, l'Heure Joyeuse a lancé une cellule COIP au sein du centre de langues à Sidi Maarouf. Cette étape, en plus de donner plus de visibilité à un outil qui a prouvé son efficacité sur le terrain, a permis de cibler l'un des quartiers périphériques de Casablanca où le besoin en formation et soutien des jeunes en situation de décrochage est très criant.

De plus sur l'année 2017, nous avons été partenaire du Middle East Partnership Initiative, (MEPI) pour enrichir notre outil en proposant une formation à l'entrepreneuriat

Monsieur le Président pour donner du sens à notre investissement dans le pôle éducation et le pôle insertion, je me permets de vous solliciter pour nous appuyer en acceptant de lier votre belle entreprise, la Cosumar, à l'association l'Heure Joyeuse sachant que vous avez été un pionnier du rayonnement de la Responsabilité Sociale et Sociétale. En nous appuyant par votre partenariat vous permettrez le développement de nos programmes et plus particulièrement notre centre de Sidi Maarouf, dédié à la COIP et aux langues étrangères, le français et l'Anglais ainsi que notre pôle éducation dédié à la réinsertion scolaire d'enfants en situation précaire nationaux ou issus de l'immigration.

Nous serions honorés que la Cosumar accepte ce partenariat.

Pour réussir ce partenariat, je m'engage avec notre Directeur des Opérations Monsieur Mohamed Zouheir EL ANSARI à vous présenter à vous même ou aux responsables en charge de la RSE, nos réalisations.

Pour cela Monsieur le Président je vous joins, notre bilan COIP 2010-2017, le guide des procédures relatives aux dispositifs d'orientation et d'insertion des jeunes en situation précaire, la présentation de notre centre de Formation en Électricité à Mkansa et la présentation de Notre Centre Socioéducatif de Sidi Maarouf.

Dans l'attente de votre réponse, je vous prie de croire, Monsieur le Président, à l'expression de ma parfaite considération.

Leïla BENHIMA CHERIF  
Présidente



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.....  
contact : Astrid Desjobert  
astrid.desjobert@iecd.org