Education for Deeper Social Integration - EDSI (no. KA2-AE-9/17)

Good practices related to education and integration of vulnerable groups: Spain

1. ALFARO Employment Project

General information about the good practice (GP)	
GP Title	ALFARO Employment Project
Country, region and municipality of implementation	Madrid Region, Spain
Timeframe of good practice (start date, end date unless ongoing)	2017 – ongoing
Level of implementation (local/regional/national /transnational/other)	Local, regional
Webpage or other online info about the good practice	http://www.ssf.org.es/?q=en/content/alfaro-employment-project
Name and contact information about the organisation implementing the good practice	Solidaridad Sin Fronteras (SSF) Ander Arredondo Chopitea Project Manager in SSF ssf@ssf.org.es
Brief description of the organisation implementing the good practice	SSF is a Spanish non-governmental organisation established in 2009 which promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues. The organisation is currently involved in 13 projects at European level and several regional projects. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as migrants, refugees, asylum seekers, women, among others.

Good practice description	
Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the	Alfaro Employment Project develops an integral intervention for increasing the job opportunities of people at risk of exclusion in Madrid. Among many other activities, SSF implements an European methodology for adult learning, aimed at training the target groups to use ICT technologies for searching a job, the development of an online curriculum, cover letters, carry out on-line procedures with government, etc. The methodology is used in job search

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Good practice description	
intervention, such as for example training sessions, events, material published etc.)	workshops wherein people, depending on their previous ICT skills, will be trained to use computers focused on job search. The training modules are: - Using job searcher webpages (develop the profile, CV, etc.): 4 hours. - Using mobile apps for searching a job: 4 hours - Drafting a letter of interest, sending of candidatures to job offers and self-candidacies to companies: 3 hours. - On-line procedures: legal procedures and e-government issues: 2 hours. Also, for the specific case of migrants whose mother tongue is not Spanish, this methodology provides basic computer resources, accessible through the computer and the mobile phone, to learn the Spanish language, which will result in a considerable increase notable of its socio-labor insertion. The contents of the course are available in an online platform (using Moodle).
Short description of the problem the good practice aims to tackle	Most of the users of the Alfaro Employment project are not aware of the possibilities to find a job that current ICT technologies offer. This is because many reasons, i.e.: they are long unemployed users, above 40 years, who are not familiar to digital technologies; due to the language barriers (in the case of migrant people); or due to the fact that young people still don't use social media and other resources to find a job.
Main objectives of the good practice	Alfaro Employment Project is aimed at promoting the social and labour inclusion of people in situation of social vulnerability living in the South area of Madrid Region. The project wants to favor the employability of these people by enhancing the acquisition and improvement of personal and socio-labor skills so as to facilitate their access to the labor market. More concretely, the project wants to develop the self-sufficiency and to empower beneficiaries to be able autonomously to find a job using ICT tools.
Target groups	Alfaro Employment Project is aimed at several groups of people in risk of social exclusion: -Young people (between 17 and 30 years old) who do not study, work or receive training (NEETs); -People over 40 years old, long-term unemployed and minimum-income recipients; -Migrant population; - Other vulnerable people (LGTBI, ethnic minorities, etc.). During 2018 it is expected that the project will support more than 400 people.

Good practice description	
Measures to involve the target groups	Most of the beneficiaries of the project comes directly from local Social Services. Since motivation of users is crucial so as to participate in the activities, they are engaged in individual sessions and group activities to increase their self-esteem.
Elements of innovation with respect to the regional state of the art or adopted policies	This European methodology allows the beneficiaries to advance in the acquisition of digital competences in a sequential and transversal manner: on the one hand, a specific itinerary is designed for each person based on their technological needs applied for job searching, so that learning is progressive; on the other hand, modules are designed to handle different apps and webpages simultaneously, so that digital learning is more enjoyable, faster and deeper
Evidence of success (results achieved)	The data collected within the project shows that almost 90% of users are able to use online resources to search for a job autonomously after the end of the workshops.
Main problems encountered in implementing and description of the measures taken to overcome them	The main problem that staff working at Alfaro Employment report is in regards to the remarkable lack of motivation that the target beneficiaries have when it comes to be trained to find a job using ICT tools; that's why they receive a constant monitoring and workshops for developing their social abilities. Moreover, while SSF provides the space for developing the workshops, we face the fact that most of the users of the project don't have access to computer or a wi-fi connection to use their phones for finding a job.
How could this intervention be improved	It should be considered the increasement of activities related to improve the motivation and self-esteem of users.

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GP transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) (max 700 characters)	The European methodology, as well as the set of activities to foster the employability of the abovementioned target groups can be transferred to any European country and be applied in local and regional projects. It is important to be supported by public institutions for sending users for the project, but not mandatory.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) (max 500 characters)	It is necessary to have 2 persons working full-time to run the project, which means that, for non-profit organisations, they will have to count with public or private funding to implement all the actions of the project.

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2. "Aula Mentor" (Mentor Classroom) Program

General information about the good practice (GP)	
GP Title	"Aula Mentor" (*Mentor Classroom*) Program
Country, region and municipality of implementation	Spain
Timeframe of good practice (start date, end date unless ongoing)	1992 - ongoing
Level of implementation (local/regional/national /transnational/other)	Transnational
Webpage or other online info about the good practice	http://www.aulamentor.es/
Name and contact information about the organisation implementing the good practice	Ministry of Education, Culture and Sport. Spanish government.
Brief description of the organisation implementing the good practice	The Ministry of Education, Culture and Sport is the department of the General State Administration responsible for the execution of the Government's policy on education; the promotion, protection and dissemination of Spanish historical heritage; and the execution of the Government's policy on sports.

Good practice description	
Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)	"Aula Mentor" program aims to provide distance learning but with updated and faster communication using internet tools. "Aula Mentor" program is an open, flexible and online training initiative aimed at adults who wish to expand their personal and professional skills. The activities that have been implemented are promoted by the Ministry of Education, Culture and Sports of Spain in collaboration with other public and private institutions, both national and international. Currently, the number of courses offered exceeds 170, and are grouped into various areas aimed at promoting personal and professional development in the context of lifelong learning. "Aula Mentor" program serves annually, through its more than 450 classrooms distributed throughout the Spanish geography and some countries of Latin America, about 20.000 students.

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Good practice description	
Short description of the problem the good practice aims to tackle	The "Aula Mentor" program started in the 90s, when the issue of how to meet the demand for training in the rural areas of Spain needed to be addressed, with concern for reaching individuals among small town populations who needed to upgrade employment and professional skills. Afterwards, at the beginning of the last decade, when the flow of migrants to Spain increased, the program broadened its scope to these groups and their specific needs, such as language, e-literacy, etc. The program is aimed also to address the shortage of professional training and certification of previous skills acquired throughout life (lifelong learning)
Main objectives of the good practice	The objective of "Aula Mentor" program is focused on providing an alternative in training to the adult population who does not have the opportunity to attend the academic offer and whose learning or dedication rhythm, requires a totally flexible system not subject to hours or any kind of deadlines. The courses offered by "Aula Mentor" can be classified into the following categories: technological courses (introduction to computer science, programming, design…), languages, business management, education, health, human resources, culture and training, among other professional specialties. Within each course, there are specialized modules that can be selected. Each course is divided into different modules and have different hours of duration.
Target groups	The program is targeted at groups who, for different reasons, are unable to access to training courses. The program aimed to provide academic support to people from remote towns, as well as other sectors of the population, including those in urban areas, whose access to training is restricted by working hours or caring responsibilities for small children or elderly people. It also aimed to favor those people who, for various reasons, had not joined the world of professional training. The overall group targeted by Mentor courses comprises the entire Castilian speaking society, including the population of Latin America.
Measures to involve the target groups	The age bands are: • 16 years old • 16-25 years old • 26-45 years old • 46-65 years old • <65 years old In order to reach the objectives and target beneficiaries, the courses are forwarded to different types of groups. For example, for young people, the objective is to improve their employability with resources and skills oriented to the job they want; for migrants, it is important to increase their language skills, etc.

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Good practice description	
Elements of innovation with respect to the regional state of the art or adopted policies)	**Software.** A server capable of handling bulk data including very large files. It is essential to ensure that the servers are kept running constantly at all hours of the day and that there are no failures in the transmission of files. This system includes a powerful platform that hosts an internal messaging system and has the tools required to monitor both the student and the tutor to be aware always of the activities and practices that need to be developed. **"Aula Mentor" app.** The program contains an app that allows access to courses quickly and easily. At the same time, the courses are flexible and adaptable to the users. It is an asynchronous learning: this type of learning favors the user to work online and offline.
Evidence of success (results achieved) haracters)	The results of the "Aula Mentor" program can be divided into three factors: The **achievement rates** are for students who have completed the course and they have obtained the official certification after passing the final exam. The total of people who completed the course and obtained the certification was **45.05%.** A **'dropout'** is a student who has started the course and then, for several reasons have been halved (**51.74%**) A **'no final assessment'** student is one who has completed the entire course activities but did not subsequently take the exam to obtain a certificate (**3.21%**)
Main problems encountered in implementing and description of the measures taken to overcome them	Enrolment to the "Aula Mentor" program in each area varies (rural or urban). There are many more students in schools that are in an urban environment. This must be considered for making an economic assessment of the profitability of the program. It is important not to forget the need for training in disadvantaged rural areas. Additionally, participating in the "Aula Mentor" courses has a monthly cost: 24 € per month. This amount of money limits the access to the platform, especially among those disadvantaged groups, with fewer economic resources or unemployed.
How could this intervention be improved	On the one hand, expanding the program to other groups that need specialized training. On the other hand, using specific software in the prison's classrooms. Finally, the Ministry of Education should have the capacity and responsibility to recruit, train and select mentors.

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Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	This action work can perfectly work in another European context, but it is important to have the infrastructure and economic support (public and private) for its beginning and maintenance. The good practice is transferable to the European context because: • There are the same needs for training and development of lifelong learning skills and programs; • It can be supported by an institution at the state level (ministries or Regional Directorates). To carry out the "Aula Mentor" program, the following fundamental elements are required: • Public institutions (ministries or Regional Directorates) with the support of associations or privates organizations • People who do not have the opportunity to attend training. • Mentor Tutors. • Software. • Classroom Administrators.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	Considering the different resources that are spent on updating the software and tools, platform development, server maintenance... The cost of this work is estimated between 400.000 and 600.000 € per year. "Aula Mentor" program also has the following human resources, which make possible this program: • 10 workers in the Ministry of Education, Culture and Sport. • 400 workers. Administrators, support people, educators, etc. • 500 distance tutors.

3. "Conecta Migración" (Migrants Connected Network) Program

General information about the good practice (GP)	
GP Title	"Conecta Migración" (*Migrants Connected Network*) Program
Country, region and municipality of implementation	Spain, in more than 20 municipalities all over the country
Timeframe of good practice (start date, end date unless ongoing)	2005 – ongoing
Level of implementation (local/regional/national /transnational/other)	Local, regional, national
Webpage or other online info about the good practice	http://fundacionesplai.org/socioeducativa/rc_migracion/ (in Spanish)
Name and contact information about the organisation implementing the good practice	Amaranta Garre, coordinator of the "Conecta Migración" Network. agarre@fundacionesplai.org
Brief description of the organisation implementing the good practice	The network is managed by Esplai Foundation, a Spanish entity aimed at promoting citizenship committed to social inclusion, socio-educational action and the responsible use of ICT, with a special dedication to and youth and adults ICT education. Esplai Foundation runs a serious number of project in these fields all over Spain, and they have been nationally awarded several times for their good practices.

Good practice description	
Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)	The "Conecta Migración" Program is a network of more than 30 organisations which provides materials and resources for adult migrants for their digital literacy. The program is based on 3 strategic areas: meet the needs of migrant people in regards to ICT literacy; intervention with organisations (how they implement the program); and training of trainers. The network is managed by Esplai Foundation, which provides the training materials, software and all the resources that the organisations need to implement the activities. Esplai carries out every year a training process with the organisations of the network, in order to identify the main areas of work to be developed within the year and to train the trainers (mostly volunteers and ICT workers).

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Good practice description	
	About meeting the digital needs of migrants, they firstly provide a specific itinerary for every user of the program, depending on their needs. There are workshops on digital literacy, from very basic level to more technical; language apps for Spanish basic notions; e-government for daily procedures and employability issues; multimedia courses to secure access to the internet from migrants; a specific course to migrant adults with their children, with the intention to share activities using ICT tools, mainly video games; and gender-based digital workshops (to address the gender gap in this subject). The materials are shared with the partner organisations privately, using creative commons licenses and Moodle, to control its use and dissemination.
Short description of the problem the good practice aims to tackle	The need for these projects emerged in the first decade of the XXI century, a context of massive arrival of migrants to Spain, which, besides many other problems, and after a process of contact and discussion with different migrant populations, it was detected a number of problems in terms of their digital literacy, that has been proved to be a very important issue in terms of social and labour integration. The project tries to address these problems that migrants face in Spain: ICT literacy, because it is a very useful tool for integration, since it allows them to increase their level of employability and social integration; communication, a key element since it allows adult migrants to learn Spanish and communicate, to carry out administrative procedures and other tasks, as well as to increase their labour options; and equality, not only with native people but also in terms of gender, because women generally have less access to new technologies than men.
Main objectives of the good practice	The main objective of the program is to address the needs of migrant people in regards to digital literacy as a way to foster their integration and to increase their employability. To this end the program provides the resources and materials to the organisations member of the Network to increase the ICT literacy for migrant adults. Those resources are developed in 3 ways: - Digital literacy needs of migrants: to gain self-sufficiency and help them to improve their language proficiency, improve their employability and to carry out by themselves administrative issues. - Training of trainers: most of the organisations use volunteers to carry out the workshops, which are not very trained in the use of ICT tools, or computer specialists, which are less aware of the needs of migrants. The first are primarily trained by trainers, while the latter are trained to improve use more participative approaches to provide the best response to migrants. - Intervention with organisations: Esplai firstly train the organisations of the network and they also provide all the necessary resources tailored to the needs of the organisations expressed in the self-assessment process, which it is carried out every year.

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Good practice description	
Target groups	There are 2 target groups: • Organisations working with migrants, which are the direct beneficiaries of the resources and tools Esplai Foundation provides for the proper development of the "Conecta Migración" program; and • Migrants: mainly adults, but some organisations provide part of the activities with minors.
Measures to involve the target groups	Organisations of migrants join to the network of "Conecta Migración" freely and then the contact is constant between them and Esplai Foundation, which is responsible of delivering the training of trainers activities. Migrants join the activities based on their participation on the migrant organisations part of the network.
Elements of innovation with respect to the regional state of the art or adopted policies	One of the most innovative things about "Conecta Migración" program is that is a network of 30 entities, very diverse, with their own nature all along Spain, dealing with very diverse groups of migrants. To deal with this diversity, the program is fully adaptable to the needs and aims of the organisations, based on the contents prepared by Esplai Foundation. Conecta Migración Network was awarded by AMIF as one of the best practices in social integration of migrants; it is the only program of this nature in Spain that has been awarded.
Evidence of success (results achieved)	The "Conecta Migración" program has achieved important results since its foundation in 2005: - More than 15,000 migrants have been trained in digital literacy workshops. - The social organisations working with migrants participating in the "Conecta Migración" Network is increasing year by year, covering the whole territory of Spain. - Thanks to the high impact of the program, some local public bodies have assigned the spaces called "Telecentros" (Telecentres), a public place run by local governments where people can access computers, Internet, and other digital technologies that enable them to develop essential digital skills.
Main problems encountered in implementing and description of the measures taken to overcome them (max 700 characters)	The program is very dependent on the external funding. Some years ago the public funding discontinued for a year. During that time, organisations kept training migrants in ICT issues but Esplai Foundation did not have the capacity to train this organisations and to provide them with innovative materials, methodologies, etc.

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Good practice description	
How could this intervention be improved	It is clear that the sustainability of the project relies on the public funding; however, the fact of being a network could help to maintain the results and the materials needed to develop the program.

Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	The program has a wide potential of transferability to other European context, due to its aims and the way it is developed: e-education of adult migrants is an issue in all Europe, while it is possible to develop a network of organisations working with migrants at local, regional, national or European levels. In any case it is important to count with the support of public institutions, at least at local level, for easing the access to Telecentres or any other facility where the workshops can be done, and at national or European level, in terms of funding.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	Since its creation, the program is sponsored mainly by public funding: until 2015 it was funded by the European Social Fund (ESF) through the Spanish Ministry of Employment and Social Security; in that year, the program did not receive public funding due to the change of the main financer, from ESF to AMIF funds. Due to its nature, the "Conecta Migración" program needs, on the part of the coordinating organisation, at least one coordinator and 5-10 trainers; and, on the part of the partner organisations, at least one or two facilitators for the workshops.

4. European Integration System

General information about the good practice (GP)	
GP Title	European Integration System
Country, region and municipality of implementation	Madrid Region, Spain.
Timeframe of good practice (start date, end date unless ongoing)	2017 – ongoing
Level of implementation (local/regional/national /transnational/other)	Local, regional
Webpage or other online info about the good practice	www.ssf.org.es
Name and contact information about the organisation implementing the good practice	Solidaridad Sin Fronteras (SSF) Ander Arredondo Chopitea Project Manager in SSF ssf@ssf.org.es
Brief description of the organisation implementing the good practice	SSF is a Spanish non-governmental organisation established in 2009 which promotes a wide range of projects, training activities, courses, seminars, studies and research, and public activities on social, political and cultural issues. The organisation is currently involved in 13 projects at European level and several regional projects. SSF has an extensive background and experience in comprehensive attention to people at risk of exclusion, such as migrants, refugees, asylum seekers, women, among others.

Good practice description	
Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.)	The European Integration System (EIS) is a methodology of intervention developed by SSF, based on our experience in European projects and the know-how acquired, and implemented in our employment projects. The EIS composed of five counselling zones to provide a tailored counselling to people at risk of exclusion, mainly migrant adults, to improve their labour and social inclusion. The zones are: 1. Recognition zone: reception space to offer personalised services for registration, initial interview and application of tailored tools for the assessment and recognition of prior learning.

Good practice description	
	2. Training zone: provides a complete guidance through different learning solutions for the development and upskilling of the skills of the indirect target group, with the aim of improving their lifelong learning. 3. Employment zone: focused on the provision of career guidance and vocational assessment. 4. Mobility zone: will analyse the suitability for a second mobility of the target groups, for a better path of work and to improve their competences. 5. Follow-up and inclusion zone: provides, firstly, a number of resources for improving the social inclusion of youth migrants, such as active participation in social life (volunteerism), legal counselling on migratory issues, databases of local and regional training programs, public and private services, among others. Secondly, it will provide youth professionals with the best practices and tools to maintain a constant and periodical tracking of the labour inclusion of the youth migrants.
Short description of the problem the good practice aims to tackle	Improving the employability is a major issue in Spain. People at risk of exclusion find very hard to enter into the labour market, due to the lack of qualifications and formal recognition of their previous learning. This is particularly true in the case of migrants. In this sense it is crucial that professionals working with these groups acquire the necessary skills and competences to enable them to offer the best solutions for a proper career guidance and the best social integration.
Main objectives of the good practice	The main objective of the EIS methodology is to foster the employability and social inclusion people at risk of exclusion and migrants. To this end, the EIS methodology allows: - The development of relevant and high-quality skills and competences for professionals dealing with these groups, by providing them with the innovative five zones and the resources, tools and documents needed for its correct implementation; and - The improvement of the social inclusion of these groups, because this factor and employability are deeply interlinked and run parallel: adult people at risk of exclusion and migrants won't access the labour market in equal opportunities with the rest if they are not integrated into society; at the same time, if they are not able to plan and develop a professional career the chances to be included in society would be dramatically reduced.
Target groups	The EIS methodology is aimed at two target groups: - Professionals dealing with people at risk of exclusion and migrants: SSF provides the tools and resources needed to implement the EIS and the 5 zones to the staff of our projects, as well as developing workshops to train professionals from other organisations at regional level (Madrid Region). - People at risk of exclusion and migrants: they are the final beneficiaries of the methodology, since they are participating in projects to foster employability and social inclusion.

Good practice description	
Measures to involve the target groups	The EIS methodology is mainstreamed in all the projects developed by SSF aimed at improving the employability and social inclusion of people at risk of exclusion and migrants, in close collaboration with local and regional public institutions, as well as in other projects run by partner organisations. Most of the beneficiaries are sent by the Social Services of these local and regional institutions, from other services provided by SSF, or expressing their willingness to participate in the projects.
Elements of innovation with respect to the regional state of the art or adopted policies	The EIS is inspired in a number of European techniques gathered and learned by SSF thanks to its participation in European projects. For that reason, the 5 zones of intervention and counselling are very innovative at local, regional and national level, because there are not projects that develop an integral and transversal methodology of intervention with the beneficiaries focused on the recognition of their prior learning, the development and skilling of their skills, social counselling and follow-up, career guidance and mobility options.
Evidence of success (results achieved)	Since its inception and implementation in 2017, the EIS have been mainstreamed in two regional projects run by SSF, which have attended so far to approximately 600 people. Of them, almost 100 have found a new job during their participation in the activities of the project, all of them are being monitored by the professionals of the project, in terms of social integration, and approximately 50% are volunteering, as an indicator of a better social inclusion. Moreover, the methodology has been trained to five more regional organisations in Madrid, which are starting to apply it partial or integrally in their employment services or projects.
Main problems encountered in implementing and description of the measures taken to overcome them	All the resources (documents, videos) and tools to the proper development of the EIS methodology have passed through several adaptations to better address the needs of the beneficiaries, from a more theorical approach to one more adapted to reality and the characteristics of the beneficiaries. The other main problem has been to properly train the staff involved in our projects that mainstream the EIS, since this is an innovative methodology for everyone and, although it is a relatively flexible methodology (in terms of using some of all the 5 zones), it is important to implement deal integrally.
How could this intervention be improved	The EIS methodology is always in process of adapting to meet the needs of the final beneficiaries. In any case it is important to ease the process of implementation and to develop more practical contents for its implementation, more tailored to the daily needs of the professionals that are applying the methodology.

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Good practice transferability	
Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?)	The EIS is aimed at being fully transferable at any level, to any organisation or institution working with people at risk of exclusion and migrants to foster their social and labour integration. As it inspired in European techniques in this topic, the adoption to other contexts should no represent problems, bearing in mind the need of customisation of the 5 zones to the context of the organisations, since there are different recognition systems in Europe and the social-labour contexts vary from one country to another. Besides, the beneficiary needs and challenges in regards to their career counselling and social inclusion process are different. It is important to count on the support of public bodies, at local and regional levels, due to the need of people who will take part of the projects, as well as to coordinate with them all the aspects of the zones.
Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)	The implementation of the EIS methodology does not represent a remarkable expend of money, as it should be mainstreamed in the current projects aimed at enhancing the social and labour inclusion of people at risk of exclusion. However, it is important to train all the human resources involved in these projects to properly apply the methodology and to provide a good support to the beneficiaries. The projects run by SSF use two people full-time devoted.