Methodological model for the socio-labour market integration of Roma[1]

Targeting social inclusion through employment

EUROPEAN SOCIAL FUND

Fundación Secretariado Gitano

---

[1] This document is just a part of a wider document on the methodological model of the ACCEDER programme.

TABLE OF CONTENTS

1. THE FUNDACIÓN SECRETARIADO GITANO

The *Fundación Secretariado Gitano* is a non-profit inter-cultural social organisation which provides services for the development of the Roma community throughout all of Spain and at European level as well.

It commenced work in the 1960's and was constituted as a Foundation in 2001. Today the FSG has 59 work centres distributed throughout 51 cities and towns in 14 Autonomous Communities where it has offices and working teams for the implementation of its actions.

The mission of the FSG is the integral advancement of the Roma community based on respect for cultural identity. The purpose of this mission is to support access of Roma persons to rights, services and social resources on an equal footing with all other citizens. To accomplish this, a wide range of actions are carried out focused on improving the living standard of Roma people and encouraging recognition, support and development of the cultural identity of the Roma community.

Of these actions, the fight against exclusion and discrimination through the training and employment of the Roma population has been a priority for a number of years now in FSG actions.

Given that a large proportion of the Roma population faces a particularly vulnerable social and labour situation, specific compensatory actions targeting this sector of the population need to be established leading to mainstreaming on both fronts.

The main goal of the FSG's work is, therefore, to make equal opportunity a reality for the Roma population when it comes to their access to training and employment so that this mainstreaming permits their full participation in society.

Specific employment initiatives have been implemented through the **ACCEDER Programme** which, since 1998, has been implementing an active methodology with the principal aim of enhancing employability and giving the Roma population **access** to quality employment.

Through the **ACCEDER-INTEGRA**[2] experimental project, and taking advantage of the opportunity provided by the Community Initiative on Employment and Human Resources Development, INTEGRA chapter, of the European Social Fund, the Secretariado General Gitano opted for an **innovative strategy** entailing the implementation of a training and employment access scheme for Madrid's Roma population tailored to the latter's potential and the real possibilities that the labour market has to offer.

This programme was implemented in the city of Madrid (more specifically in the neighbourhood known as *Pan Bendito*) on 1 January 1998 and concluded on 31 December 1999. With a view to increasing the employability of the Roma men and women taking part in the programme, different labour market integration actions based on individualised pathways and structured into different stages were tested. This pathway was designed to be both logical and progressive ranging from reception to integration and including different actions such as preliminary training, training, labour market integration and accompaniment at the job site.

---

[2] For more information see: http://www.gitanos.org/acceder/antecedentes.html

The Roma population immediately responded to the programme. The most visible product at this stage was the **creation of a labour market integration scheme** which had managed to standardise a basic action methodology, define a series of working tools and identify skills in a multi-disciplinary team. The result was a product tested in daily action and validated by the Roma population which was satisfied with process quality and results achieved.

SOCIO-LABOUR AXIS

Mobilise individuals to enhance their employability and social and professional qualifications. Reception services, information, diagnosis, counselling

Individual pathway management:

Reception interviews and diagnosis, employability assessment guide, labour counselling modules ...

EMPLOYMENT AXIS

Labour market intermediation services, accompaniment and on the job follow-up.

Closing the gap between supply and demand: profile definition, identification of want-ads, recruitment of businesses...

TRAINING AXIS

Service providing access to training and creation of training-employment scenarios

Project engineering: design of training-employment resources...

Once it was proven that with the proper action and methodology integration of the Roma population into the salaried labour market was possible, the Secretariado Gitano, through actions targeting the Roma population within the framework of the **Multi-regional Operational Programme *Fight Against Discrimination*, co-financed by the European Social Fund (ESF) and the European Regional Development Fund (ERDF) 2000-2006**[3], transferred the scheme tested in Madrid to a number of towns throughout the whole of Spain. This programme, co-financed by a multitude of State, Regional, Provincial and Municipal Administrations, has been instrumental in providing individualised employment pathways to over **33,000 people** through **48 centres** which were opened and run by several of the over **200 professionals** who currently work at the ACCEDER centres.

---

[3] For more information see: http://www.gitanos.org/acceder/

The methodology featured in this document is supported by the following **results**[4]: 26,014 work contracts were concluded and over 50% of these went to women; 12,145 people were awarded these work contracts, 8,229 of whom were Roma; over 400,000 hours of vocational training were conducted through 846 courses in which over 11,340 Roma took part.

At the end of the day, it is the **qualitative results** which reflect the true impact of the ACCEDER programme. Of these, special mention should be made of the mindset changes which can be observed among the beneficiary population and among employers and the society at large. The Roma population wants to and is able to form part of the mainstream labour market and is a potential asset for that market.

Gradual access of the Roma population to mainstream employment contributes to raising standard of living, promotes access to mainstream services and represents an opportunity to break the vicious circle of dependence.

Through our work we intend to advance along the path to equal opportunity and enhance the image of the Roma population, thus contributing to a more cohesive and intercultural society where this segment of the population can freely and fully exercise their citizenship.

We believe that our social inclusion work does not consist solely in providing Roma with resources or activities but also in bringing about real change in the individual situations of those we work with by bettering their personal resources and autonomy.

For a decade now, a series of elements have come together favouring this task in the sphere of employment; elements such as new demands coming from the Roma population, the socio-economic situation generating higher levels of employment, the opportunity presented by labour market integration policies supported by the European Social Fund, co-financing received from 70 public administrations and private entities and, along with all of that and no less important, the design and development of guidelines for the implementation of methodologies and tools adapted to and targeting the labour-market integration of this sector of the population.

---

[4] Data corresponding to the implementation of the Multi-Regional Operational Programme *Fight Against Discrimination* of the European Social Fund period 2000-2006. Results Report. Data presented reflect the cumulative situation through May 2007.

2. GENERAL CONTEXT

Despite recent developments in the Spanish labour market, especially concerning improvements in activity rates and reduction in unemployment, **unemployment continues to have the greatest effect on those facing greater difficulties in gaining access to the labour market, which is the case of the Roma population.**

In addition to highlighting this obvious under-representation in the labour market, **the labour market also features clear and serious situations of disadvantage** giving rise to:

- **initial disqualification** preventing merited and desired permanence in job posts;

- a high degree of **instability**;

- persistence of **non-regulated activities and non-protected employment** spelling the absence of labour rights.

Despite this situation which could very well be described as discouraging, it should be stressed that **the data collected[5] clearly lend credence to the affirmation that "the Roma population wants to work"**, thus breaking down a still prevalent prejudice that *"Roma are lazy, that they do not want to work and therefore are responsible for their situation".*

This conclusion is firmly based on different data:

- the high activity rates among the Roma population;

- the long period of time they spend in the labour market (they start at a much earlier age and retire at a later age);

- the expectations and desires expressed by the Roma population today in terms of access to employment;

- the apparent and high degree of motivation of women to receive training and get a job.

These findings clearly show that this sector of the population is a **very important "potential asset" for the labour market** both in the present and the near future.

However, as we have already pointed out, this should not conceal but rather help to highlight the problems and difficulties facing Roma men and women today in the labour market and the situation of social disadvantage they are in vis-à-vis the rest of the Spanish population.

The **performance of the Roma community in the area of labour**, consistent with its level of social development, reflects or in many cases is similar to a **"society at the half-way point on its path towards development"** in contrast with a developed society (poor school results, early integration into the labour market together with late retirement, inadequate and precarious initial training and professional qualifications, high degree of subsistence family economy easily identifiable as covert unemployment, etc.).

---

[5] Población Gitana y Empleo: Un estudio comparado (Roma population and employment: a comparative study). FSGG, 2004

Following are the characteristics of the beneficiaries of direct actions undertaken through the ACCEDER field offices.

2.1. Characteristics of programme participants[6]

○ To date, the participation of men and women has been very similar, women registering a slightly higher global percentage of close to 53%.

○ The proportion of young people taking part in the programme is significant; more than half (approximately 55%) are under 30. The women tend to be older than the men: the average age of women is 28 compared to 26 for men.

Data produced over the course of the ACCEDER programme show that while during the initial years of the programme gaining access to salaried employment appealed mostly to the younger generations, today we find that all age groups are gradually becoming interested in professional promotion, even the over 45 group.

○ One of the characteristics common to ACCEDER beneficiaries is their low **academic level**; 8 out of every 10 participants have not earned their primary school certificate.

This figure is particularly alarming considering that 91% of the participants are under 45. Moreover, the percentage of people with no academic background is higher among Roma women and the higher the age group the higher the percentage.

○ The **marital status** of Roma women taking part in the programme is not a significant variable, the number of married and unmarried participants being practically equal. The same does not hold true for men, however, the percentage of married men being higher than that of their single counterparts. It is significant that more than 10% of the women participants are separated or widows.

○ **The extended family**, comprised of several nuclear families, is a characteristic trait of a large proportion of the Roma population. Roma participating in the ACCEDER programme can be divided into those who have their own home and those who continue to form part of the family household, the latter being the majority option for both sexes, although in relative terms, more men than women participants live in extended family households. Age is the main differentiating factor for both men and women: the youngest live in the family household and those between the ages of 25 and 44 mostly have their own home.

This means that since most of the Roma women taking part in the ACCEDER programme are young and single, they still live in the family home. Most of the women over the age of 25 who are typically married, have their own homes.

It was also observed that a slightly higher number of the women participants did not have family responsibilities which leads us to conclude that family responsibilities are an incentive to the participation of men in programmes of this sort while they are a barrier to the participation of women.

○ **Previous work experience.** When the subject of salaried work experience comes up at the initial programme interview, clear differences can be found between Roma men and women: 26% of the men who got a job had no previous salaried work experience while that was the case for over 35% of the women.

---

[6] Data corresponding to the implementation of the Multi-Regional Operational Programme *Fight Against Discrimination* of the European Social Fund period 2000-2006. Data presented reflect the cumulative situation through May 2007. Data taken from the Results Report.

It is generally safe to say that Programme actions have confirmed preliminary analyses concerning the professional qualifications of the Roma population and their integration into the labour market.

This reflection shows us that in general terms the Roma population is **progressing and advancing by "following in the wake" of mainstream society and is undergoing important change.**

However, in this process it is encountering a series of **barriers and structural problems which, for the time being, most are unable to overcome** and which are blocking the way.

2.2. Discrimination and barriers to Roma's access to training and employment

In our view, the **fundamental barriers** standing in the way to training and employment include the following:

- The **scant participation** of the Roma population in **"mainstream" vocational training and employment resources** and their inconsistent follow-through in the employment circuit. The lack of demonstrable work experience is an added difficulty in personnel selection processes and being awarded a job.

- **Early school leaving**, their failure to continue in the official training process and the clear repercussions that this has on their future integration into the labour market and professional career. Very low basic training levels creating enormous difficulties for the acquisition of both general and specific professional knowledge and skills.

- **Deficient access to new technologies** and the clear need for urgent digital literacy instruction.

- The serious and persistent **"unofficial" employment problem** under the guise of family employment.

- The so-called *"employment first approach"*, i.e. the priority placed on employment in our personal frame of reference and life project which is a determining factor for finding employment and remaining employed, **is not an engrained ideal amongst the Roma population** and the same can be said of training which is perceived and valued mostly based on its immediate effect on resolving socio-economic needs – economic income, immediate employment, etc.

- And lastly, due to the absence of role models in their immediate surroundings, **shortcomings in terms of *"knowing how to handle oneself"*** which means having the expertise, knowledge and skills needed get hired and carry out the tasks which the job entails. These skills, together with strictly technical knowledge, are the most important factors affecting employability.

Turning our attention to the specific characteristic of **Roma women** as concerns training and employment, we can give some insight into possible barriers or aspects hindering their incorporation into the labour market:

- Barriers in the form of **personal resistance** to new situations which could clash with deeply rooted social values and which may result from a sense of insecurity or discomfort when re-thinking cultural values, new and different ways of doing things and the incorporation of new knowledge, roles and ways of relating to others.

- Barriers in the form of the **family's resistance** to women taking part in training processes or seeking employment due to their responsibilities in taking care of home and family. This is in addition to the idea that a man's salary is considered basic to the family unit while a woman's salary is "just to help out".

- Barriers in the form of **social or community resistance** as a result of what was described above, i.e. women working outside the home may be accused of abandoning their families and, in many cases, women themselves believe that if they do not keep their families organised, then who will. Moreover, Roma women are burdened with family responsibilities from a very early age due to the fact that they marry younger than the rest of the population which further limits their employment opportunities.

- **Barriers in the labour environment**. In many cases, company human resource policies indirectly discriminate against women by failing to implement measures conducive to the reconciliation of family and professional life, for example.

BARRIERS FACED BY THE ROMA COMMUNITY IN GAINING ACCESS TO AND PERSEVERING IN TRAINING AND EMPLOYMENT[7]	
ACCESS TO VOCATIONAL TRAINING	Vocational training access barriers are frequently encountered due to, among other reasons, the lack of a sufficiently flexible offerings which fail to adapt to the reality of the Roma community both in form and content: - Lack of dissemination of the specific programmes and opportunities targeting this sector of the population; - Training initiatives and courses which are not adapted to the initial academic level of these individuals; - Failure to adapt to the socio-economic and family situation of this population when establishing the timetables and duration of the courses; - Entry requirements which place an excessive emphasis on academic issues (diplomas, etc.) rather than on the real skills and one's level of motivation to learn a trade.

---

[7] For further information see: http://www.gitanos.org/acceder/documentos.html; "Discriminación y barreras para el acceso de la población gitana a la formación y al empleo" (Discrimination and barriers faced by the Roma Community in gaining access to and persevering in traning and employment").

BARRIERS CONTRIBUTING TO EARLY DROP-OUT FROM VOCATIONAL TRAINING	With respect to remaining enrolled and taking advantage of upgrading one's skills through vocational training, Roma encounter barriers relating especially to: ○ Teachers who lack information and adequate training regarding the Roma community and who fail to take an intercultural approach to course management; ○ Lack of "methodological projects" specifically adapted to active and significant learning; ○ Shortage of training-employment resources which combine theoretical-practical training and labour market integration immediately after.
BARRIERS HAMPERING ACCESS TO LABOUR MARKET INFORMATION	Having regard to access to information on labour market opportunities, barriers have to do with: ○ Inadequate dissemination of information targeting this sector of the population; ○ Inadequate information and management and public service instruction given to vocational training teachers regarding the Roma community and the lack of an intercultural approach to their work; ○ Frequent discriminatory actions on the part of the agents who fall prey to stereotypes concerning this segment of the population when disseminating information to job seekers.
BARRIERS HAMPERING ACCESS TO SALARIED EMPLOYMENT	○ The initial refusal on the part of employers to hire Roma remains a common discriminatory practice which is sometimes direct and visible, i.e. a job offer stating "Roma need not apply", and at others indirect and very subtle resorting to excuses such as lack of training or interest on the part of Roma or claiming to have already filled the job opening; ○ Business owners and administrators in charge of personnel selection engage in this sort of discriminatory behaviour. Frequently this type of behaviour is justified by claiming that it is the customers who will not accept a Roma worker. ○ The most frequent sort of discrimination is observed during the selection process both in terms of responding to the job offer (telephone contact, request for an interview, etc.) and at the job interview itself.

BARRIERS HAMPERING PERMANENCE IN THE JOB POST AND A PROFESSIONAL CAREER	Having regard to permanence in a job post and the opportunity to develop a professional career, barriers arise in the form of discriminatory situations at the work place: ⊙ Repeatedly being assigned tasks which are below one's professional category; ⊙ Rejection from both peers and superiors at work; ⊙ Discriminatory treatment such as being passed over for a possible promotion, harassment and others.

This analysis points to a dual disadvantage faced by the Roma population in comparison with the majority population. The difficulties faced in gaining access to the labour market and the lower competitiveness and adaptation indices observed in the labour market itself, have prompted the Fundación Secretariado Gitano to **enhance employability as an integration strategy targeting the Roma population** and to eliminate the difficulties and barriers in gaining access to training and salaried employment with a view to effectively implementing the equal opportunity principle.

"Employability" can be defined as a person's real likelihood of finding a job here and now and hence, that person's ability to adapt to that job offer.

This focus translates into actions addressing three dimensions: enhancement of the employability of this group, adaptation to this reality and commitment to this objective on the part of education, training and employment systems and the economic and business fabric as a whole, and a heightened awareness within the Roma community and the society at large.

This is the context surrounding the experience and proposal of the ACCEDER programme.

3. INTERVENTION MODEL

The work methodology is based on a set of principles which the different training and labour market integration experiences carried out in Spain over the last several years have proven to be success factors. This methodology has been developed by adapting employment schemes to the peculiarities of the Roma population bringing about a change in the way work with this population is approached allowing us to respond to this community's training and labour market integration needs.

3.1. The individualised approach

In contrast to impersonal employment policies, we see a very clear need for individual attention in the access to employment process which calls for a model based on a personal labour market integration pathway. This individualised process must be based on a preliminary diagnosis of each person's employability and then the necessary measures and steps are proposed with a view to improving access to employment for these persons.

The **individualised approach**, while generating an intervention strategy, is an end in itself because we must not lose sight of the core objective which is to allow people to "take charge of their own destiny" and attain a sufficient degree of autonomy needed to manage their problem and to that end it is vital that they become actively involved starting with their personal situation and embracing an educational-training process from a perspective of responsibility and commitment.

As an intervention strategy, the individualised approach allows one to undertake all of the processes which have an impact on the personal development of each participant fostering social skills, basic and academic training, professional qualification and work experience. Participants will be accompanied in their first job and will be given help to keep it.

Individual intervention can be broken down into three steps:

- **Curricular inventory and variable analysis** consisting in an analysis of personal and professional potential and global factors and others specifically inherent to integration.

- **Socio-labour diagnosis**, consisting of a preliminary evaluation report on the integration process defining actions to be taken regarding social-family matters, training and counselling to enhance the likelihood of employment.

- **Design and implementation of the personal pathway**. The integration pathways are linked together in logical phases. The aim of the intervention can be deduced from the initial diagnosis.

The individualised approach and intervention within the beneficiary's immediate environment

If context is important in analysing the employability of programme participants in general, it is even more essential in the case of the Roma population. It is vital to consider the specific influence of the nuclear and extended family for each Roma participant in every one of the steps of the process.

Furthermore, actions taken to enhance the employability of each participant have an effect (greater or lesser depending on the case) on that person's surrounding environment. Changing basic habits and beliefs about the labour market has to do with information sharing and the core

messages communicated to groups with which participants interact (families, peers, etc.). It is also important to encourage the use of new mainstream services which lend support to access to employment such as day-care centres, adult education centres, mainstream training schemes, trade unions and, of course, access to businesses. Last by not least, we must consider the generation of new income, increased security and social prestige, emblematic values of great importance in the Roma community and the society at large. Each Roma person with whom we work on an individualised basis becomes a *de facto* instrument of empowerment within his/her immediate surroundings in favour of positive integration practices.

3.2. The integration approach

"Being employable" means having a suitable and realistic perception of the prevailing labour market conditions and the capacity to perceive oneself accurately and to make the necessary adjustments so that individual skills coincide with market demands.

Hence, to improve employability and therefore build capacity and increase the likelihood of finding a job, we have considered a number of elements such as:

- Development of the so-called *"employment-first approach"*, i.e. the priority given to employment in our reference system and life project as the determining factor not only in gaining access but also persevering in a market full of insecurity and a large degree of uncertainty.

- "Demystify" (set the record straight) the idea that training equals employment while at the same time reaffirming that it continues to be a fundamental factor in increasing the likelihood of finding a job. For this to happen, the learning model must follow an comprehensive approach to training and employment based on work experience and on achieving technical knowledge and skills as well as a range of instrumental skills (social skills, work habits, etc.) which are incorporated into one's "employment repertoire" and will play a key role in the integration itinerary.

- Individuals, as active work subjects, will be "competent" in terms of technical skills and general on the job proficiency, encompassing capacity building, knowledge and skill acquisition necessary to acquire and keep a job. These skills, together with strictly technical knowledge, are the most important factors affecting employability.

- And lastly, informal networks, a broad range of relationships, a favourable environment, knowledge of the labour context and all of the social skills associated with these aspects are factors which favour permanent and active presence on the labour market and decrease risk of exclusion.
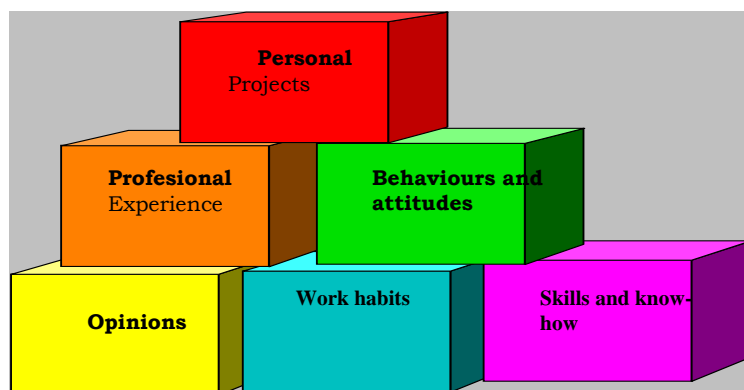
Territorially-based socio-labour intervention

While from the outset of the programme our intention was always to complement action taken with the Roma population in the social and labour area, the FSG has developed its own work model which envisages intervention in different areas. The development of integrated inclusion programmes (which the FSG calls **Territorially-based Social Intervention programmes**) is based on the conviction that the complex needs of the Roma community should be given global responses envisaging their advancement in the community environment in which they live. Having progressed past piecemeal intervention focusing on individual problems, our intention is to promote comprehensive actions having an effect on all of the situations affecting any group and fostering the social inclusion of the Roma population by enhancing the latter's employability and attending to their needs.

The intervention methodology with individuals or families starts by reacting to requests for aid made directly by the beneficiary. Once these requests and the personal and contextual reality of the beneficiary are analysed, an individualised action plan is drawn up. Here we must stress the importance of conducting a proper initial interview and making home visits at the appropriate times with the aim of establishing a serene and trusting climate with the beneficiary by active listening and an empathetic attitude.

While the starting point is the analysis of the initial request, the intervention is viewed as a process and the request is considered essentially dynamic because it will change as trust increases and objectives are achieved. In this connection, the response to a request having to do with housing, for example, may become the focal point of the intervention which addresses different areas which converge and interact in defining the social reality of beneficiaries: employment, education, basic needs, etc.

Objectives of a Territorially-based Social Intervention programme:

1. Implement the necessary mediation structures to facilitate accompaniment of the Roma population to mainstream services and encourage proper use of such services.

2. Convey to the majority population a more objective and positive image of the Roma population focusing on the latter's culture, traditions, customs, etc.

3. Carry out specific actions regarding those aspects considered a priority for the advancement of Roma:

- access to and use of mainstream services;
- educational mainstreaming;
- advancement of Roma women;
- fostering social participation and improved relations;
- socio-educational opportunities for Roma youth and children;
- intervention in the area of housing;
- health promotion.

4. Implement ongoing awareness-raising actions targeting the Roma population encouraging the latter to take stock of their situation, comply with their duties as citizens and defend their rights and participate more actively in the social institutions and structures likely to favour their advancement.

5. Identify potential collaborators and mediators at local neighbourhood level where actions are being implemented who can mobilise their groups.

6. Focus action on the field professionals of public and private services who work with Roma providing them with key information on how to handle daily problems and jointly study possible solutions.

7. Gain insight into the reality of the Roma community by undertaking a diagnosis of their needs and deficiencies with a view to bringing intervention more closely in line with the prevailing situation, transmitting this reality to public services and re-focusing projects in light of new needs.

8. Improve co-existence, increase social cohesion and reduce conflict through social mediation in difficult situations which sometimes arise and seek alternatives and solution methods.

9. Encourage the full participation of the Roma population in the community life of the cities and towns where they live and in the society in general.

The FSG has teams composed of social intervention professionals to ensure the implementation of this type of comprehensive action. Given that this sort of intervention is very much contingent upon available funding, in those places where the social intervention area is not so developed, the figure of the SOCIAL FIELD OFFICER is used to implement actions through the employment schemes but with specific functions related to the aforementioned objectives.

The actions undertaken within the framework of territorially-based social and labour intervention can also be linked to a series of principles which are shared throughout the FSG.

- mainstreaming as an action criterion;
- intercultural approach;
- lead role and involvement of the Roma population;
- complementarity with all other nearby resources offered.

3.3. The multi-dimensional approach

Thirdly, once first having gained a clear understanding that mainstreaming is always an indicator of enhanced employability, working in favour of partnership and cooperation with the public and private institutions responsible for training and employment is one of the main principles of this action.

To this end, our work revolves around **three broad areas of intervention**:

- **Direct intervention with the Roma population** the specific objective of which is to undertake direct actions to improve employability. These goal-oriented actions, focusing on and prioritising the participation of Roma and non-Roma alike, are always implemented favouring an intercultural context. These actions mainly but not exclusively target the Roma population, meaning that a maximum of 30% non-Roma population is accepted on the Programme.

- **Institutional intervention** mostly focusing on supporting more pro-active social policies for the improvement of living and working conditions and the solution of the problems and needs of the Roma population. It is generally the case that there is no real and updated information on the situation and problems faced by the Roma population with respect to the labour market, there are very few specialised professionals in this line of work with the Roma population, there is no transfer of positive experiences and there continues to be a

need to support better adaptation of the Training and Employment Systems to the specific reality of this sector of the population in order to favour access.

◉ A permanent task of **awareness-heightening of the society at large and of the agents intervening in the labour market** favouring the elimination of all discrimination against the Roma population and its access to training and employment. This goal is met, on the one hand, by implementing actions with the Roma community to foster change in their attitude when it comes to training and employment and, on the other hand, by working with government administrations, entrepreneurs and potential employers with the aim of raising their awareness with respect to the problems faced by this sector of the population in the area of training and access to employment, reducing prejudice and encouraging the commencement of positive actions.

This three-dimensional sphere of action characterising the ACCEDER project applies to each of the areas of responsibility and coordination.

This three-dimensional action features the following areas of intervention at the local ACCEDER employment offices:

◉ **Individual intervention** ranging from curricular inventory and variable analysis to vocational diagnosis and design of a personalised integration pathway.

◉ **Intervention in the immediate surroundings**; as a preliminary measure, an educational and general diagnosis of the family and community context is conducted.

◉ **Intervention in the labour market seeking possible labour opportunities and partnerships** including the identification of new market and employment niches, the establishment of commercial networks favouring the creation of businesses while fostering the establishment of collaborative relationships and networks as well as co-management between entities, institutions and companies, the **management of partnerships** involving families in the integration process, fostering of the associative movement around employment while encouraging viable projects in the vicinity and the establishment of collaboration with public and private economic agents committed to the integration of Roma.

The makeup of the work team itself at each centre is a reflection of the interdisciplinary nature of ACCEDER: coordinator, labour counsellor, enterprise mediator and intercultural mediator.

4. OBJECTIVES AND ACTIONS OF THE ACCEDER PROGRAMME

The **priority of the ACCEDER programme** is to give the Roma population access to the labour market thus fostering equal opportunity.

4.1. General Programme objectives

- to provide Roma with professional qualifications and access to salaried professions and jobs, meeting their demands in accordance with job openings at companies;

- to close the gap and tailor general vocational training and employment services to unemployed Roma men and women to given them labour market access on an equal footing with all other citizens;

- to generate protected employment initiatives and provide consulting services in self-employment processes and the creation of solvent and competitive businesses in today's labour market;

- to raise awareness as to the prejudices and discriminatory practices facing Roma and the gradual improvement of their social image;

- to generate more pro-active policies targeting the Roma population with a view to effectively improving living standards and guaranteeing equal opportunities in access to public goods and services.

4.2. Programme actions

A methodology based on individual needs and expectations includes the following **types of actions**:

4.2.1. Individualised employment pathways

1. **Counselling, training and labour market integration:**

   - *Recruitment of Roma persons and awareness-raising as to the need to initiate counselling, training and job seeking processes.* These reception and information actions include an initial introduction to the services offered through the ACCEDER Programme and basic information on the world of employment and training.

   - *Counselling, consultation and follow-up.* These actions call for preliminary diagnosis, monitoring, the drawing up of individualised employment pathways and follow-up with regard to the different stages that each programme user progresses through.

- *Referral to and follow-up on* mainstream training actions.

- *Implementation of pre-training and specifically tailored vocational training* targeting the Roma population.

2. Enterprise intermediation in the labour market

- **Actions focusing on the analysis of job posts and the search for employment**. Work involving labour market prospecting and the monitoring of job offers is undertaken while also offering a mediation system to companies with a view to matching supply to demand.

- **Actions supporting the hiring of workers**, facilitating information and technical consultation.

- **Labour market accompaniment initiatives.** Follow-up and support of those who have just begun to work to make sure they are able to keep their jobs.

- **Collaboration agreements with businesses** to undertake training sessions linked to business activities (internship training in companies, training with a commitment to subsequent employment).

- **Actions to support protected employment initiatives and integration companies** whose purpose is to create situations serving as a "springboard" from which to make the transition to mainstream employment through the acquisition, in a protected labour environment, of experience and the technical and social skills needed for later integration into the ordinary labour market.

3. Support for entrepreneurs

- **Support for self-employment initiatives**, such as the drawing up of business feasibility projects, accompaniment and consulting at the latter's commencement and implementation phase (seeking funding, etc.).

4.2.2. Promotion of pro-active policies targeting the Roma population

- **Training of social intervention professionals** and organisation of debate and reflection fora.

- **Awareness-raising actions** contributing to breaking down stereotypes and improving the social image of the Roma community through three awareness-raising campaigns: "Get to know them before judging them", "Prejudice means letting others put words in our mouths" and "employment makes us equal".

- **Technical assistance** lent to public administrations and social organisations in the design of plans and measures.

- **Conducting of studies and research** to broaden the knowledge base available with regard to the Spanish Roma population. Creation of an information system, i.e. an Observatory on the labour market integration of the Roma population, to furnish information on progress made regarding the employment situation of the Roma

population[8]. Conducting of the study entitled *Roma population and employment, a comparative study (2005)*[9], at national level and in some Autonomous Communities.

"If economic issues can have social consequences, the social dimension is itself both a condition and a result of economic activity"
Jacques Delors

---

[8] http://www.gitanos.org/publicaciones/observatorio
[9] http://www.gitanos.org/publicaciones/estudioempleo

5. METHODOLOGY UNDERLYING THE ACCEDER PROGRAMME

This three-dimensional action features the following areas of intervention at the local ACCEDER employment offices:

○ **Individual intervention** ranging from curricular inventory and variable analysis to vocational diagnosis and the design of personalised integration pathways.

○ **Intervention in the immediate surroundings**; as a preliminary measure, an educational and general diagnosis of the family and community context is conducted.

○ **Intervention in the labour market seeking possible labour opportunities and partnerships** including the identification of new market and employment niches, the establishment of commercial networks favouring the creation of businesses while fostering the establishment of collaborative relationships and networks as well as co-management between entities, institutions and companies. **Managing partnerships** involving families in the integration process, fostering of the associative movement around employment while encouraging viable projects in the vicinity and the establishment of collaboration with public and private economic agents committed to the integration of Roma.

This three-dimensional intervention adapts to the specific characteristics of each territory where this employment scheme is established.

Basic outline of an integration scheme from the perspective of intervention

1. INDIVIDUAL INTERVENTION

○ Curricular inventory and analysis of variables
○ Diagnosis
○ Design of a Personal Integration Pathway
○ Phases of the intervention process and objectives

2. INTERVENTION WITH THE FAMILY AND/OR IMMEDIATE SURROUNDINGS FROM A GENERAL EDUCATION POINT OF VIEW

○ Diagnosis of the situation and design of a socio-educational intervention plan
○ Socio-family intervention
○ Socio-educational intervention

3. INTERVENTION IN THE LABOUR MARKET

○ Discover work possibilities and partnerships

  ○ Identify new market and employment niches.
  ○ Set up commercial networks supporting the creation of businesses.
  ○ Promote the establishment of relationships and collaboration and co-management networks between organisations, institutions and businesses.

○ Partnership management

  ○ Involve families in the integration process.
  ○ Foster the associative movement around employment and promote viable local projects.
  ○ Establish collaboration with public and private economic agents committed to the integration of Roma.

PROCESS MAP FOR THE ACCEDER PROGRAMME

FOR THE SOCIO-LABOUR MARKET INTEGRATION OF THE POPULATION

STRATEGIC processes

SUPPLY	DEMAND	External communication	Active participation	Management Coordination Participation	Planning Evaluation	Quality control	Selection Hiring	Transfer and training	Personnel service
LABOUR MARKET INTERVENTION		**SYNERGY DEVELOPMENT AND COMMUNITY INTEGRATION**		**DEVELOPMENT AND CONTINUED PROGRAMME IMPROVEMENT**			**PERSONNEL MANAGEMENT**		

INPUT

- Mission: Comprehensive promotion of the Roma community
- Values: integrity, Equal opportunity.
- Rights: need for support and personal aspirations.
- Work done by professionals.
- Information, reports, evaluations...
- Social, economic and labour context.
- Material and economic resources.

| Dissemination and recruitment | Reception and information | **Diagnosis and design of individual integration pathway** | **Labour counseling** |
| | | | **Vocational training** |

ACCOMPANIMENT IN TRAINING, L. MARKET INTEGRATION AND EMPLOYMENT

Match supply and demand | **Locate and mangage job offers** | **Active search for employment**

RESULTS

- Enhanced employability.
- Degree of Roma organisation involvement.
- Partnerships achieved.
- Transfer to public administrations

IMPROVED STANDARD OF LIVING

SUPPORT PROCESSES

Acceder

ADMINISTRATIVE AND ECONOMIC MANAGEMENT	PROVISION AND MAINTENANCE OF EQUIPMENT AND INFRASTRUCTURE	SUPPLEMENTARY SERVICE MANAGEMENT

| B.D. Manageme | Economic resources | Information / documentation | Legislation | Projects and investments | Maintenance and improvement | In-house training | Access to mainstream training | Links to other social services |

19

5.1. Design of Individual Employment Pathways with the Roma population

5.1.1. The pathway concept: definition and justification

A **descriptive definition** of the Insertion Pathway shoes that it is comprised of a set of interrelated actions organised into a personalised and logical process whose overarching objective is the social-labour market integration and professional development of programme participants especially through the furnishing of information, individual and group counselling, vocational training, and participation in other areas of social-labour market integration.

From an **Intervention perspective**, *Individual Employment Pathway* means the "**construction of a pedagogical process designed to bring about a change from the prevailing to the desired situation**"[10].

In the words of the Tomillo Foundation: *"If our job is to foster autonomy, recover the capacity to take decisions and have each person take responsibility for their own life project and assume all of the circumstances characterising personal and social situations, the labour counsellor should never just offer solutions. Our job is to facilitate the resources and propose the methods whereby each individual seeks their own solutions or finds an answer to their own dilemma. This is so true that we could almost say that the important thing is not what we do with the request coming from the person sitting before us but rather what position we take with regard to that request as counsellors"*[11].

The concept of pathway as a planned process agreed to between labour counsellors and participants whose actions respond to the needs and expectations of each person and adapt to the latter in a permanent state of flux and must therefore remain flexible, require a certain type of professional practice.

The construction of pathways requires:[12]

◉ The development of employment resources and networking: coordination, dissemination and perseverance in the use of employment resources (training actions, group counselling actions, job banks) at local level.

◉ That all actions (training, active job seeking, etc.) allow for the development of competencies in addition to technical knowledge or knowing how to proceed. Socio-labour intervention must be conceived as a global issue so that people are well positioned to seek employment, avoiding maximalist actions which reduce intervention success to the mere acquisition of personal skills or, on the other extreme, to only technical know-how.

◉ That care be taken in the labour counsellor / counselee relationship given its importance in addressing decisive key aspects with direct implications for employment. This personal relationship must be placed at the centre of the success formula as a guidance resource characterised by empathy, clarity, mutual trust and shared work, given greater importance than the activity or action itself regardless of the latter's degree of sophistication.

---

[10] Tomillo Foundation. Orientación Sociolaboral basada en itinerarios: estrategias de diagnóstico y mejora de la empleabilidad (Pathway-based socio-labour counselling: diagnostic strategies and employability enhancement. Juan Carlos Ceniceros Estévez, Emma Oteo Antuñano. 2003

[11] Tomillo Foundation, 2003.

[12] Tomillo Foundation, 2003

○ The recovery of "accompaniment pedagogy" where the labour counsellor provides support and is witness to the decisions taken by the beneficiary; vital to the construction of pathways. The concept of a "pathway" is not a specific concrete intervention but rather an intervention of greater intensity and duration seeking to strengthen decision-making and provide support throughout the entire process.

○ When we speak of pathways we are referring to processes whose results are not easy to measure. In a process of these characteristics, the wealth of the experience and growth are found in the path travelled and not in the point of arrival. Our responsibility is to adequately operationalise this intermediate road, i.e. the process itself, with a view to evaluating the quality of the interventions. The anxiously awaited labour market integration should not make us lose sight of growth in autonomy, of the conquest of greater self-assurance and self-esteem, of greater confidence in taking part in selection processes which involve into our behaviours and personal values, etc.

○ One's entire personality is involved in the employment process. Devising pathways means taking the entire person into consideration and not just partial aspects such as skills, know-how or attitudes. *We must develop our interventions based on a global concept of the person*. We frequently try to avoid personal aspects because we feel it is not our place to delve into areas of one's life which are not strictly related to employment.

○ The design of a socio-labour consultation and labour counselling methodology for the building of pathways must be based on an anthropological principle, i.e. a conceptualiSFOion of the individual whereby the latter is ultimately responsible for his/her destiny and is the one who must search for answers and solutions to his/her difficulties and must therefore have the capacity to take decisions. We, as professionals, must allow them to become confused and accept that their interests may not coincide with ours; we cannot protect them from the coarseness of selection processes. But we can be there for them, helping and accompanying them throughout this process which will shed light on their interests and motivations, a process of learning the real truth and of acquiring a clearer idea of who they are. *We need models which focus on the person*, not paternalistic or technical models.

5.1.2. Integration pathways and the Roma population

For the **FSG**, the aim of the actions envisaged in the individualised employment access pathways is the development and enhancement of *employability* which requires learning and comprehensive training in terms of professional techniques and abilities, social skills for employment, initiative-taking capacity and autonomy, language skills, the ability to understand and internalise the objectives of the company and, as the case may be, the propensity to generate self-employment.

To achieve this, the actions to be implemented must be based on a set of **basic principles**:

○ The *employment first approach* (priority given to employment in one's reference system and life project) must be strengthened and consolidated because this is vital to labour market integration and permanence within a market full of uncertainties.

○ Initial vocational training must place greater emphasis on background training. In this connection, it is important to increase the specific and specialised training offered to the Roma population which, for the time being, does not have access to mainstream resources.

○ Individuals, as active work subjects, will be "competent" in terms of technical skills and general on the job proficiency, encompassing capacity building, knowledge and skill acquisition necessary to acquire and keep a job.

○ Encourage participation in informal networks and a broad range of relationships, a favourable environment, knowledge of the labour context and all of the social skills associated with these aspects as factors which favour permanent and active presence on the labour market and decrease risk of exclusion.

During its 10 years of experience, the ACCEDER programme has been listening to the opinion that part of the Roma population has about its own employment pathway.

Obstacles, support and achievements perceived by the Roma population during the course of the socio-labour integration pathway.

It was found that the majority of the **OBSTACLES** (naturally with the exception of gender discrimination) are shared by both sexes.

○ *Ethnic discrimination is the main obstacle* faced by all, although women suffer more.

> *"Even your co-workers, in the way they address you, in the... they show a lack of respect... like when you unplug a tool improperly or you plug it in and it really makes no difference they say* **"hey you"** *but when they're addressing you they say* **"it's that so and so gypsy"** *and that creates a huge gap, like a bubble... When some talk like that it's because there's a sense of trust and they're not being racist, because you can tell, but in other cases you can tell that they just can't stand you and if you're in a company and your passed over for the way you work or you're way of seeing things, well, that's even worse because then everybody's against you and you'll never get a break , at least for the time being..."*

○ The same thing happens with the traditional Roma model. With the exception of parents and/or brothers and sisters, **there is little tolerance** for anyone who **"takes on the ways of non-Roma"**, i.e. those who study or work in non-traditional professions.

> *At the beginning they were surprised and said "look at you, you think you're one of them". They associated receiving training with turning your back on Roma. First I had to prove to non-Roma that I was a good person but now I have to prove to the Roma that I myself am Roma and that I had received training and was now going to pass this training on to them and that I simply wanted to train them and not turn them into something they didn't want to be..."*

○ While *most complain about their lack of training*, those with higher levels of education take it more seriously. Women are more explicit than men when referring to this obstacle and link it with the two preceding ones: ethnic discrimination on the part of non-Roma and traditional Roma culture.

> *"... if you don't have at least a minimum level of training you're going to encounter much more difficulty finding a job; you at least need a basic level of education and if you can go further with your studies, all the better; you always have to keep learning because we live in a rapidly changing society, in other words, things are changing almost daily in all areas and I think that computers are especially important and I believe that the society in general, Roma and non-Roma (but especially Roma) has to pay special attention to upgrading their training.*

⊙ Men make mention of *other personal flaws*. Men and women highlight shortcomings concerning the need for greater self-assurance but do not expound on this point, they only mention it:

> *"... Sometimes it's hard for me to express myself, it's really hard for me; that's my obstacle. I would like to do more of what I'm already doing, then..."*

⊙ **Economic problems** also pose general obstacles. These are suffered more intensely by those with primary school studies who generally come from lower social classes.

> *"... I dropped out of school because I have seven brothers and sisters. My father couldn't afford to pay for my studies".*

SUPPORT takes the form of moral support and affection serving as encouragement to move forward despite obstacles and does not entail providing direct solutions to overcome these difficulties. Despite this, experience has shown (and this is backed up by interviews) that when possible, families have lent economic support.

⊙ In any case, *support from the immediate family* is more important for women.

> *"Look, I should tell you that my mother is a very intelligent woman... and I would always say to her: "when I grow up I want to be a hair stylist". And she would tell me: "If you want to you will because you're a person who achieves what you propose".*

⊙ *Personal qualities* are the number one support for the men interviewed and number two in the case of the women. The most frequently mentioned are courage, energy and self-confidence.

> *"Well, thanks to my way of acting, my desire to work and get on with my life. When I looked around I knew I didn't want the life a saw in the neighbourhood, or on the street corners. I wanted something else for myself. I saw how my parents lived and I didn't want that. So, I tried to do something better."*

⊙ Also important (and not only useful) is the *support received from Roma surroundings, first of all, but also from the non-Roma environment*; we would once again stress moral support and friendship. Women engaging in primary school classes seem to put less of a priority on this than the rest of the interviewees.

> *"Well yeah, a friend... well a neighbour from around here said to me one day, "you wanna come with me, you'll start out slow, not making much, but if you like it then you'll move up like me." Well... he wasn't Roma, you know, I went with him because he saw that I wanted to work and he trusted me and that was how I began and things went from there. He gave me training and that was how I learned this trade.*

The most important **ACHIEVEMENTS** from both sexes are:

⊙ The satisfaction that comes from personal and professional *self-realisation*.

> *"I feel satisfied because I've trained and struggled hard to get this job. The social work I'm doing now is a greater reward than the money I could earn at the market."*

⊙ And the *social recognition received from Roma and non-Roma*.

> *"I'm happy, very happy. I have a good reputation. People tell me, they just say it spontaneously and I know how important that is. They say: "I came here because I asked around for a good hairdresser and they told me: Hairdresser?*

> *Yours. What do you make of that? Maybe that woman wasn't a customer of mine but was the friend of one of my customers or maybe her sister is a hairdresser but instead of sending her there, she sent her to me".*

◎ The *economic aspect* is also vital for everyone, but in the case of women, those who only have a primary school education underscore its importance much more than those who have a higher level of education.

> *"...it gives me satisfaction because I did it by persevering and working hard at the private hospital to get that job. It's the economic independence that I like, not having to say **hey, I want to buy this or give me that or I want to pay for that**; now I just take out my wallet and say, **hey, I'll take that**. And then when the receipts come in and they say **hey, what's this**, I tell them, **that's something I bought** and they say, **oh, ok, ok**.*

Cross-cutting actions with a direct effect on integration pathways

Professionals working on individual employment pathways with the Roma population should bear in mind the **following actions and messages.[13]**

Reduce / eliminate obstacles

Ethnic discrimination:
◎ *Promote interculturalism across the board.*
◎ *Reinforce self-esteem when job applications are unsuccessful.*
◎ *Show and visit examples of success in the labour market.*
◎ *Dismantle cultural excuses (when they are not valid).*
◎ *Visualise a great number of Roma with salaried employment.*
◎ *Promote Equal Treatment and Anti-discrimination.*
◎ *Social awareness-raising actions:*
◎ *Innovative/Positive/Mainstream*
◎ *Ongoing global and sectoral campaigns (especially as concerns women and children)*
◎ *Renewal of social image especially in the media*
◎ Inform beneficiaries as to what is and what is not "discrimination".

Traditional Roma Culture:
◎ *Show Roma role models who are employed as salaried workers. Photographic report of professionals in different fields.*
◎ *Create a network of Roma professionals who can be on hand to motivate beneficiaries.*
◎ *Be on the lookout for family resistance (specific individuals).*
◎ *Invite families to visit Acceder facilities.*

---

[13] Success factors in the labour market integration of Roma "EXIGIT". FSG Andalusia, 2003, Priority actions. Here we list priority actions as dictated by the three major blocks and their corresponding sub-sections: Reduction/elimination of obstacles; Bolstering of support; Achievement. Specific actions are found in the programming of the different Acceder offices.

⊙ *Work with families to get them to support beneficiaries.*

Scant Training:

⊙ *Provide greater incentive and foster training within the framework of employment pathways through employment workshops, trade schools, workshop-schools, etc.*
⊙ *Show personal or family role models or other known figures who have undergone significant training.*
⊙ *More group training sessions in Acceder (with video and discussion).*
⊙ *Closer follow-up in the case of those already in training processes.*
⊙ *Support access to formal school-based vocational training.*
⊙ *Facilitate transport / scholarships.*
⊙ *Follow-up.*
⊙ *Preliminary selection process prior to courses (using a dynamic approach).*
⊙ *Exert influence on active training policies to get them to adapt to our participants. Flexibility in terms of requirements.*
⊙ *Support access to formal school-based training.*
⊙ *Mediation at all levels (from primary school through to university).*
⊙ *Raise awareness of teaching staff.*
⊙ *Flexibility (in terms of timetables and resources), curriculum, content.*
⊙ *Offer materials to schools.*
⊙ *An Acceder person in charge of training.*
⊙ *Be more selective regarding Acceder training.*

Personal deficits:

⊙ *Plan skills training action paying special attention to form, relationships and style.*
⊙ *Develop a process to raise awareness of what beneficiaries have and do not have (and what that implies).*
⊙ *Offer several alternatives to participants, not just one. Reinforce a sense of security when fears arise.*
⊙ *Physical accompaniment as needed to overcome fear of the unknown.*
⊙ *Work much more in groups: image, presenting oneself to a company, information searches, etc.*

Economic Difficulties:

⊙ *Seek economic support for the advancement of beneficiaries.*
⊙ *Design joint plans with social services (synergies).*
⊙ *Deliver messages regarding economic planning (savings).*
⊙ *Help beneficiaries to visualise the future.*
⊙ *Encourage government administrations to provide neighbourhood resources.*
⊙ *Support more selective hiring procedures.*
⊙ *Create advisory bodies at local level to achieve the two preceding points.*

Strengthening support

Immediate family:
⊙ *Reinforce families (acknowledge the support they give).*
⊙ *Praise families.*
⊙ *Family intervention: Reinforce mediation with families and train mediators to do this.*
⊙ *Involve families in the labour market integration process of its members. Reach three-way agreements-commitments: family-beneficiaries-Acceder.*

Personal capacities:
⊙ *Guided visits of important facilities, businesses, etc. ("I want to be like him/her").*
⊙ *Make skill improvement attractive.*
⊙ *Develop the personal strengths of beneficiaries. Make beneficiaries aware of "using time wisely".*
⊙ *Standardisation of habits in Roma communities:*
⊙ *Encourage meetings-sharing.*
⊙ *Global presentations of the EXIGIT research.*
⊙ *Specific meetings and actions with women.*

Contact with non-Roma:
⊙ *Foster meetings between Roma and non-Roma.*
⊙ *Disseminate messages and publicise examples of support from the non-Roma world.*
⊙ *Help beneficiaries to visualise the network of relations they have.*
⊙ *Enhance the Acceder network and the ties between the latter and other entities.*

Achievements and success stories

| *Satisfaction stemming from self-realisation:* |
| --- |
| ⊙ Help beneficiaries to recognise their likes and dislikes and what they do well ("they like what they do well and they do it well because they like it"). |
| ⊙ Highlight the correlation between wants and needs. |
| ⊙ Make small tangible achievements and celebrate these. |
| ⊙ Foster and support the creation of a network between beneficiaries and encourage communication and sharing. |

Social recognition from the Roma and non-Roma society:
⊙ Give positive reinforcement to the beneficiaries and families when they get a job (congratulations from the entire Acceder team).
⊙ Celebrate successes (achievements).

Earning economic income:
◉ Get beneficiaries to visualise their trajectory (better jobs and better salary).

5.2. Description of the Individual Intervention process through ACCEDER: Phases of the insertion pathway

At this stage of the intervention, all of the processes affecting the personal development of each participant are undertaken fostering social skills, basic and academic training, professional qualification and work experience. Participants will be accompanied in their first job and will be given help to keep it.
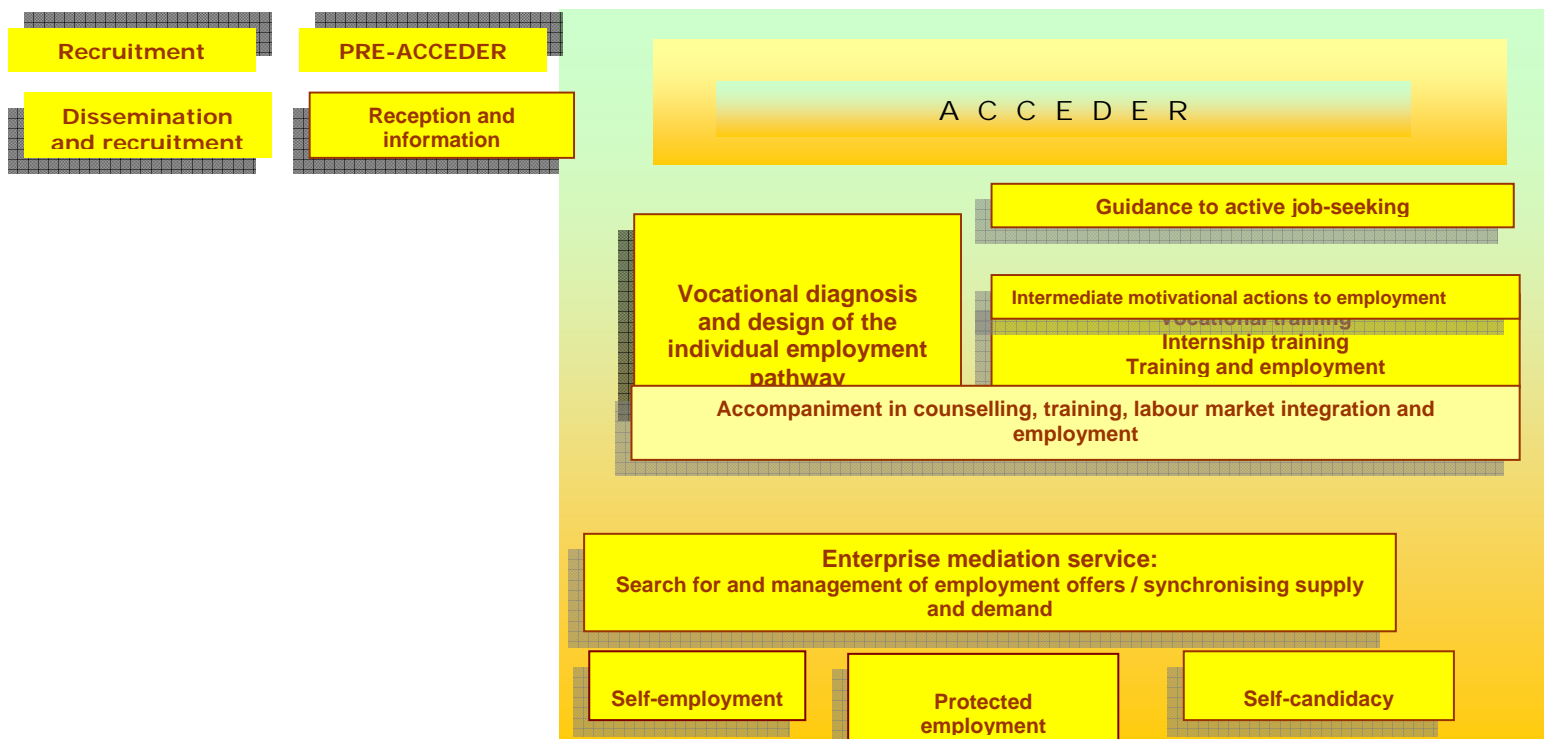
Stage one: dissemination and recruitment

Roma do not always come spontaneously to the ACCEDER employment facilities. It is important to inform people of the existence, characteristics and benefits of this service, especially when a new office is first opened.

This first stage entails disseminating a simple and clear message about the opportunity to participate in Acceder activities. All of the people expressing interest will be included in the ACCEDER database.

Specific dissemination of self-employment actions. These are new actions which therefore require extensive dissemination.

Objectives:

A number of alternative channels will be used to spread information about the service to potential beneficiaries:

- Personally inform Roma individuals about the programme.

- Publicise the ACCEDER employment programme through the FSG's mass media: web page and the publication "Gitanos, pensamiento y cultura" (Roma thought and culture).

- Set up information, coordination and referral protocols with the social organisations working in the vicinity.

Actions:

1. Draft materials for dissemination and recruitment;
2. Identify dissemination fora;
3. Collect relevant information;
4. Distribute posters and leaflets;
5. Choose and contact role models;
6. Present the programme;
7. Launch an invitation to contact the ACCEDER facility;
8. Set up an initial appointment.

Area responsible for this stage:

Mediation

Tools:

I. Personalised Acceder intercultural mediator card;
II. Invitation card to take part in the programme targeting potential beneficiaries;
III. Invitation leaflets specifically targeting Roma women;
IV. Programme presentation leaflets and posters targeting those in charge of other organisations;
V. Referral slip for beneficiaries of social intervention organisations to the ACCEDER training and employment facility;
VI. Example of the recruitment plan template;
VII. Example of a programme presentation in PowerPoint.
VIII. Poster models.

Specific self-employment instruments:

- ◎ Information brochure
- ◎ Basic information and level one document
- ◎ Rationale

Transition to the next stage:

Those who make an appointment for initial reception

Stage two: Reception and information regarding the Acceder facility

---

Transition from the previous stage

Following the dissemination of information about the service, participation begins with what is known as the "reception interview" for which an appointment is generally required. As its name suggests, this entails welcoming each participant onto the programme, listening to their expectations, needs and requests relating to work, informing them of the objectives and characteristics of the programme and collecting and analysing the variables which could have a bearing on their socio-labour insertion process.

Objectives:

a. Motivate beneficiaries as to the importance of training and employment as the gateway to social incorporation and equal opportunity.

b. Analyse and register data regarding personal and professional potential and others relevant to the socio-labour integration process.

c. Conduct a preliminary diagnosis (reception diagnosis) to determine whether preliminary "social integration" actions need to be undertaken or whether the candidate is ready to initiate the Acceder labour market integration process. Identification of requests having to do with training and employment and/or of a social nature.

d. Furnish preliminary information regarding employment and training.

Actions:

1. Reception interview (first individual interview):

- ○ Collection and recording of data.
- ○ Diagnosis of the RECEPTION interview.
- ○ Furnish preliminary information regarding the labour market, motivation to take part in capacity-building and information regarding programme objectives and actions.
- ○ Furnish information on the different services offered through the ACCEDER programme and other Fundación Secretariado Gitano programmes.

2. Initial analysis of personal, family and professional background, sharing with each participant his/her personal and professional strengths as well as other information having to do with labour market integration.

3. Planning of actions prior to the labour market integration process, where appropriate, and referral in each case to appropriate services. Define, together with each participate, the intervention actions with the family, training and the community in general which need to be undertaken.

4. Upload information into the database.

Area responsible for this stage:

Mediation

Tools:

- Beneficiary information sheets
- Acceder Database
- Referral sheet from another FSG programme or from an outside resource
- Practical example of a typical reception with a slide presentation.

Transition to the next stage:

The preliminary diagnosis will determine whether the participant remains at the pre-Acceder stage[14] or progresses to Acceder.

Stage three: Employability diagnosis and design of the individual employment pathway

Transition from the previous stage:

Beneficiaries who have undergone the reception interview and have been referred to the counselling department.

The aim here is to continue the work initiated at the reception stage, introducing participants to the characteristics and demands of the labour market, establishing an exchange of opinions and key messages, analysing the value of employment and the initial resources at their disposal. At this stage it is important to establish agreements regarding what actions need to be initiated and what effect they will have on the insertion process.

Objectives:

- Analyse the baseline situation of each person having regard to the labour market by studying variables such as capacity, motivation, availability and personal and professional project, all focusing on the person's professional life.

- Record relevant data for subsequent studies and to trace development through the insertion process.

---

[14] One of the basic tools within the Acceder methodology is the beneficiary database where information gathered is divided into Pre-Acceder and Acceder. The fields which need to be filled out in pre-Acceder are designed to collect basic information to simply register the fact that the person has come to the Acceder facility and received the information and the reason why s/he is no longer participating in the programme. The principal aim of this register is to simply record all people who come through the programme facility because they may come back in the future when the circumstances preventing them from initially taking part change.

○ Establish the necessary agreements, commitments and complicity between participants and labour counsellors to set the stage for joint work during the subsequent stages of the pathway.

○ Have a standardised and agreed assessment of each participant at all times, assigning a diagnosis code and agreeing on insertion actions.

Actions:

○ In-depth interview: Record and assess variables relating to skills, motivation, availability to work and personal and professional project.

○ Assessment made by the beneficiary and the labour counsellor of all of the foregoing and design or pre-design of professional objectives.

○ Design or pre-design of the actions comprising the insertion pathway and commitments on the part of the beneficiary and ACCEDER.

○ Monitoring session or interviews to assign or update the employability diagnosis.

○ Specific diagnostic actions of entrepreneurial capacity. Self-employment.

Area responsible for this stage:

Counselling.

Tools:

○ Questionnaire / self-questionnaire: *Your access to employment.*

○ Initial information sheet from the Acceder database.

○ Diagnostic sheet from the Acceder database.

○ Active job seeking sheet (only the following sections: definition of professional objective and self-questionnaire on employability).

Specific self-employment instruments

○ Profile adequacy form.

Transition to the next stage:

○ The **initial diagnosis** stage will be considered complete once the first pathway actions and initial professional objective of each participant have been agreed.

○ The employability diagnosis will be revised at the end of every stage or phase.

Stage four: intermediate motivating actions leading to employment

---

Transition from the previous stage:

The diagnosis determined a specific need for reinforcement of basic socio-labour habits and/or understanding of the dynamics of the labour market in a specific sector.

This **entails** introducing beneficiaries to the world of employment and training highlighting their positive aspects, working on social skills and socio-labour habits and/or furnishing information on specific professional sectors. Most of these activities are done in small homogeneous groups in terms of profile, age, availability, etc. The young people's group is the one needing the most support in terms of consulting and information on the labour market and it is also the one with the most available options.

Objectives:

- Raise awareness and motivate beneficiaries concerning the importance of training and employment actions.
- Train beneficiaries in social skills and socio-labour habits.
- Professionally introduce beneficiaries to specific professional sectors.
- Take stock of their strengths and weaknesses to orient them towards a certain professional sector.

Actions

- Information workshops on specific occupational sectors.
- Labour information sessions.
- Group sessions for the specific description of general offers of work or prospects of work.
- Actions having to do with **conciliation**.
- Actions having to do with the general use of surrounding resources: administrative formalities, housing, health-care, legal consultation, psychological support, the search for resources for minors, people with disabilities, etc.
- General and specific group motivational sessions to promote self-employment in general or focused on certain areas of activity.

Tools

- Prospection document of the main professional sectors drawn up by members of the Acceder employment team: cleaning, business, security, trades, etc.
- Evaluation test of workshop content.
- Audiovisual material.
- Internet to search for businesses and their corresponding web pages.
- Accompaniment protocol for interviews and job offer follow-up.

Transition to the next stage

Once information or social skill deficits have been overcome, beneficiaries may engage in vocational training or active job seeking.

Stage five: Vocational training, in-company internships, mixed training and employment programmes and social guarantee programmes

Transition from the previous stage:

Beneficiaries at this stage have decided to engage in vocational training as part of their pathway, have met the course selection requirements and have adequate socio-labour habits and the level of training necessary to successfully complete the training action. They have also allotted the necessary time and resources to attend the course.

This stage **entails** practical job training as close as possible to real labour situations featuring a comprehensive approach incorporating the acquisition of know-how and technical skills together with the learning of social-labour skills for incorporation into one's "employment toolbox".

For the reasons alluded to above, training in the Acceder programme has four modes of action:

- The possibility of taking advantage of training offered by public or private institutions.
- The organisation of à-la-carte vocational training courses at FSG headquarters using FSG resources.
- The conclusion of agreements and application for specific training programmes to local and regional public administrations.
- And lastly, the programme envisages signing agreements with businesses for specific on-site training at the business sites.

Objectives:

- To acquire technical know-how and sufficient socio-labour habits so as to be able to later fill a related job post.
- To test teaching-learning methodologies with the Roma population.
- To generate collaboration agreements for the training of Acceder beneficiaries with a view to facilitating their professional preparation and integration into the labour market.
- To acquire real labour experience through internships at businesses or professional practicums in productive environments.

Actions:

- Referral to outside training resources.
- À-la-carte training.
- Specific training agreed with companies.
- Access to public calls for training programme proposals:
    - Vocational training
    - Training and employment programmes
    - Social Guarantee Programmes

Tools:

- Updated training resource guide;
- Acceder Database, diagnosis sheet;
- Acceder Database, training follow-up;
- Diary of training follow-up;
- Standardised training selection tests;
- Evaluation sheets on specific skills broken down by professional sector.

Specific tools for training agreed with companies:

- Agreement form;
- Control sheet;
- Control sheet management procedure;

- ◎ Insurance protocol form;
- ◎ Letter for dissemination to beneficiaries;
- ◎ E-mail for dissemination to undertakings;
- ◎ Model dissemination poster;
- ◎ Course application form;
- ◎ Programming template;
- ◎ Model student diploma;
- ◎ Model diploma for collaborating teachers;
- ◎ Model report content.

Specific tools for mixed training and employment programmes:

TEACHING INSTRUMENTS FOR STUDENTS

- ◎ Training contract
- ◎ Internal procedure regulation (training and hiring phase)
- ◎ Conditional work contract. Annex to the work contract
- ◎ Labour counselling guide
- ◎ Student/worker labour reports by speciality
- ◎ Adaptation of teaching sheets to basic training

SELECTION OF STUDENTS

- ◎ Specific selection test
- ◎ Excel table to tabulate results
- ◎ Database: candidacy and results

TEACHER PROGRAMMING INSTRUMENTS

- ◎ Programming sheet by phase and speciality
- ◎ Summary sheet (evaluation and programming)
- ◎ Quarterly report by speciality groups

STUDENT DIAGNOSIS AND FOLLOW-UP

- ◎ Initial student diagnosis sheet
- ◎ Individual and group evaluation sheets
- ◎ Ex officio curriculum objectives
- ◎ Basic curriculum objectives
- ◎ Student final evaluation sheet (pass)

Transition to the next stage:

- ◎ Beneficiaries will have successfully completed this phase when the specific competency and skill evaluation of the specific sector of training is positive.

Stage six: Counselling for active job seeking

Transition from the previous stage:

At this stage, beneficiaries are ready to commence active job seeking.
The transition may be from the diagnosis and pathway design phase, from the intermediate motivating actions leading to employment or from vocational training.
The starting point is marked by the decision to commence work and having at least met the minimum requirements for work.

This stage includes actions designed to help participants with the application process and to pass selection tests for jobs in those sectors which are of interest to beneficiaries.

While labour counselling is characterised by a wide diversity of situations, two major categories can be defined.

Those beneficiaries with higher employability indices will simultaneously engage in active job seeking while also applying for jobs found by the enterprise mediator.

Beneficiaries with lower employability indices will use active job seeking as a learning process in itself to acquire the necessary skills and to conduct a self-evaluation of their commitment evaluating and taking stock of the characteristics and requirements of the labour market.

Objectives:

- To take advantage of necessary and adequate resources for present and future job searches.
- To increase the sense of security and confidence of beneficiaries involved in selection processes and future incorporation into the labour market.
- To take stock of the worker profiles which the labour market is demanding in a particular sector.

Actions:

- Draft and defend one's résumé.
- Teach main job seeking techniques
- Self-candidacy
    - Search for job offers in newspaper;
    - Search for job offers in virtual job banks;
    - Training in filling out employment forms and applications;
    - Analysis of lists of businesses and specific self-candidacy offers;
    - Training in telephone etiquette to get an interview;
    - Training in the use of public transportation;
    - Training in the selection interview process.
- Group job seeking actions
    - Internet job seeking workshops;
    - Labour counselling sessions focusing on a specific professional sector, also called pre-labour workshops;
    - Counselling and professional information modules included in the vocational training courses;

◉ Specific self-employment actions.

Tools:

◉ Database. Update of the diagnosis sheet;

◉ Database. Active employment search sheet;

◉ Labour counselling messages;

◉ Templates with different résumé models;

◉ Template for self-candidacy telephone call scripts;

◉ Template with different model letters of introduction;

◉ Template with a model job interview;

◉ Template for press want-adds;

◉ Academic skills test;

◉ Instructions on how to use the Internet, e-mail and job banks;

◉ Model job applications;

◉ Registration sheets from different enterprises for pro-active job search;

◉ Updated lists of companies with job banks;

◉ Directories of companies, job banks, temporary work companies, training centres, etc.;

◉ Active job seeking agenda;

◉ Research on local public transportation and shopping centres;

◉ Interview workshop programming;

◉ Programming of Internet job seeking workshops;

◉ Script for a typical labour counselling module for use in vocational training courses.

◉ Teaching sheets to analyse labour conditions and establish labour availability.

Specific self-employment instruments
◉ Basic information folder to implement a self-employment project.

Transition to the next stage:

◉ In light of labour market integration, the trial period at the company is the transitional phase. Candidates who succeed go on to the follow-up stage, those who do not, remain at the active job seeking stage.

◉ The counselling and job seeking process may give rise to a heightened awareness as to the importance of professional qualification and could motivate beneficiaries to initiate vocational training or academic processes.

Stage seven: job prospecting and intermediation with companies

Transition from the previous stage:

The beneficiaries mostly profiting from the actions of this phase are those who are ready to begin work, are active job seekers and are devising their own idea of business negotiation.

This **entails** the labour market integration of beneficiaries by adjusting employment supply to meet demand and individualised follow-up of the recently employed.

The objective is to consolidate, to the degree possible, a Mediation Service for the selection/hiring of personnel by companies, "mediation" meaning facilitating the relationship and mutual familiarity between the unemployed job seeker and the company which wants to fill a job vacancy.

Objectives:

- Obtain relevant information on the labour market, identifying those sectors, activities and occupations which coincide with the potential and labour expectations of Acceder programme beneficiaries and identify hiring cycles in order to synchronise our counselling, training and insertion actions with the needs of businesses.
- Establish a direct relationship between businesses and the Acceder programme to promote the hiring of our beneficiaries while meeting their needs which means ensuring that those with special difficulties finding employment are given full and effective access to the labour market.
- Find, analyse and manage job offerings with a view to helping Acceder programme users find employment.

Actions:

Reinforcement actions

- Develop instruments and rationale.
- Disseminate the enterprise mediation service.
- Draw up and update socio-labour information.
- Meet and coordinate with other entities.

Actions relating to demand

- Gain insight into and analyse the characteristics of beneficiaries.
- Prepare selection processes.
- Arrange training actions in collaboration with companies.
- Follow-up beneficiaries at their new jobs.

Actions relating to supply

- Gain insight into our labour pool (low qualification).
- Contact and mediate with businesses.
- Search for and manage job offers.
- Follow-up employment opportunities with the company.

Evaluation, result analysis and planning

Tools:

- Beneficiary database.
- Company database.
- Form for the recording of business information.
- Letter to companies.

- Form to record employment requests.
- Labour market integration sheet.
- Professional profiles and sectors.
- Business follow-up sheet.
- List of companies.
- Business sectors.
- Training profiles.
- Agreements with companies.
- Beneficiary appointment card.
- Folder for on-the-job beneficiary follow-up.
- Model introduction letter.
- Protocol for the recruitment of companies.
- Telephone call.
- Interview process.
- Form for key interview data.
- Corporate material.
- Rationale.

Transition to the next stage

Acceder beneficiaries will have completed this phase at the conclusion of the insertion process and categorised as "OK" or when their labour contract expires and they return to counselling and/or vocational training.

Phase eight: labour market integration and employment follow-up

Transition from the previous stage:

Beneficiaries who have found employment of their own doing (self-candidacy) and through job seeking actions or through the Acceder intermediation service. Entrepreneurs who have launched their own business with the support of ACCEDER will also benefit from this service.

This **includes** accompaniment of each user in the labour market integration process in order to ensure adaptation to the work post and work life in general and continuance in the job post over time. When labour market integration is through the intermediation of the ACCEDER programme, follow-up is also done with the company.

In the case of launching one's own company, accompaniment is provided during the creation and implementation process depending on the needs of beneficiaries and their degree of autonomy.

Objectives:

- Consolidate newly hired workers in their job posts and professional life.
- Support the rest of the beneficiaries' personal areas with a view to consolidating their position.
- Obtain information from companies on their satisfaction with the intermediation process.
- Inform workers of their labour rights, contract characteristics, wages, tax issues, social security, etc.

Actions:

- Follow-up on beneficiaries' adaptation to the new job.
  - Timetable, relations and salary
  - Worker satisfaction
  - Priority on labour consultation
 - Planning of complementary actions to reinforce perseverance in the job post.

Tools:

- Database: Update of the diagnosis sheet.
- Database: Employment follow-up sheet.
- Employment follow-up sheet.
- Beneficiary/worker template.
- Messages reinforcing workers' perseverance in the job post.
- Outline for employment monitoring both in terms of the participant and the company.

Transition to the next stage:

Beneficiaries have sufficient autonomy to remain active in the labour market.

Table: Phases of the individual employment pathway: transition from one phase to the next.
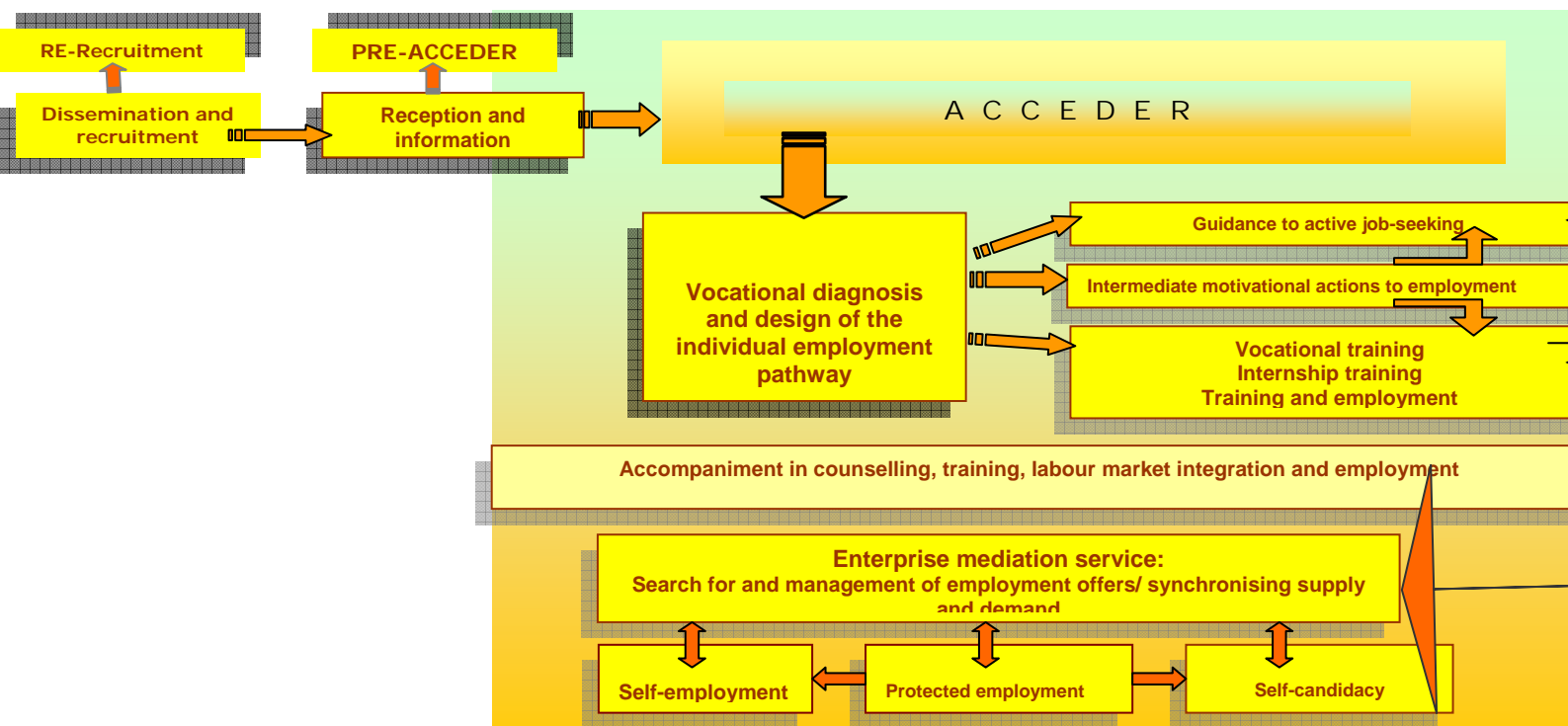
5.3. Work with the surrounding environment: family and community

The participation of the family in the socio-labour market integration process is vital for the Roma population. The family, with its needs, expectations, beliefs, habits, peculiarities, etc., has an important influence on each participant's access to and perseverance in the mainstream labour market.

Moreover, the degree to which community resources such as social services, schools, health-care centres, cultural centres, social participation, etc. are used provides an indication of the likelihood of success in the labour market integration process.

And, as has been observed in other sections, labour market integration is just one more aspect of a person's reality and therefore use of the different resources sometimes goes hand-in-hand with the actions of the pathway itself. Attainment of a secondary education degree through adult education classes, applying for pre-school or school lunch services, doing the paperwork to rent or apply for publicly subsidised housing or habitual use of public transportation are all actions which are completely in line with labour market integration. The everyday use of mainstream resources, having one's own home, having reached a certain academic level and taking part in social associations or groups feeds the need to join the labour market as a vehicle for personal advancement.

The Acceder employment programme is in line with the FSG's work philosophy by fostering the full participation of the Roma population in the community life of the towns where they reside and in society and to that end, depending on the resources which the FSG has in each territory, it employs one or more of the following strategies:

Referral of beneficiaries to specialised community resources

Mainstreaming as a criterion will guide action so that, to the degree possible, *the Roma population takes part in all types of standard services* set up for use by all citizens. To that end, public or semi-private services liable to be used by the Roma population will be encouraged to make an effort to adapt their facilities to make them more accessible: social services centres, adult education schools, vocational training centres, etc.

Pedagogical accompaniment in addressing formalities

The main objective of ACCEDER intervention when working with the surrounding environment is to refer and accompany the Roma population, as needed, to mainstream services and instruct them as to the proper use of such services. To this end, the following actions are undertaken:

- Actions to ensure understanding of how resources and services operate.

- Actions to control and adjust expectations and demands.

- Actions to raise the awareness of public resource facilities concerning the Roma community and help them to understand and make allowances for these differences when providing services.

- Referral to internal specialised FSG services.

PROGRAMMES	OBJECTIVES
HOUSING INTERVENTION PROGRAMME	Aims to Promote actions allowing the local Roma population to gain access to and make proper use of housing and an improved environment as the basis for approaching other aspects related with their personal and group advancement as well as their standard of living.
BASIC HEALTH-CARE PROGRAMME	Aims to render services to the Roma population in response to requests or expressed needs; referral and accompaniment, when necessary, to mainstream services and training in the proper use of such services.
EDUCATION PROGRAMME	Aims to promote education within the Roma community at all levels and for all ages placing special emphasis on the educational mainstreaming[15] of Roma students promoting regular school attendance, the acquisition of school routines and rules corresponding to their age group, compensation for disadvantage and encouraging them to stay in school and go on to middle and higher studies.
PROGRAMME FOR THE ADVANCEMENT OF WOMEN	This programme seeks to develop a whole set of activities focusing on the advancement of Roma women allowing them to emerge from a situation of double marginalisation – as women and as Roma. It also seeks to strengthen the position of Roma women enabling the latter to fight for their own development and putting them on an equal footing with the rest of society.
YOUTH PROGRAMME	Aims to create spaces targeting Roma youth encouraging their participation as active citizens.
SOCIAL PARTICIPATION PROGRAMME	Aims to encourage the organisation of the Roma population residing in the territories and provide them with the support they need to effectively communicate with the institutions, participate in neighbourhood platforms, defend their rights and represent their culture, reflect on their situation and needs and channel responses to those needs.
CULTURAL ADVANCEMENT PROGRAMME	Aims to promote participation and improve the image of the Roma community through the development of cultural promotion activities that go beyond mere positive actions compensating for social disadvantage.

---

[15] Mainstreaming: By *mainstreaming* we mean the right of all citizens to benefit on an equal footing from basic services contributing to their individual advancement (education, health-care, housing, etc.) which contribute to their incorporation into society. In educational processes, this means the right of all children to gain access on an equal footing to public education so that the latter may furnish the instruments needed for full development in those aspects which are going to facilitate their academic and social development and their subsequent incorporation into society as active members.

ACCEDER social field officers

In some locations, ACCEDER has included the figure of the SOCIAL FIELD OFFICER (SFO) who has the specific mission of accompanying each participant in addressing community formalities and generating action networks and protocols and referrals of Roma persons to social agents in the vicinity. Mediation and communication with families is another function.

The specific objectives in this connection are:

- Support access to and proper use of mainstream resources and services available in the communities.
- Enhance the development of each participant's autonomy.
- Have an impact on the development and strengthening of self-esteem.
- Support processes which could be difficult through accompaniment.
- Help beneficiaries take decisions providing individual and real responses to their needs.

DUTIES OF THE SOCIAL FIELD OFFICERS WITHIN THE ACCEDER PROGRAMME

Main duties:
- Detailed analysis of the initial request.
- Individualised monitoring and interviews.
- Intervention agreement.
- Intervention / update programming.
- Social report and history.
- Take stock of resources: housing, health-care, education, services, registry, visit resources.
- Accompaniment.
- Social action database maintenance.
- Coordination with other internal services.
- Institutional coordination: social and health-care services, schools.
- Coordination support.
- Follow up.
- Information on resources and other aspects related with intervention.

Duties related with resources.

- Permanent awareness of resource movements.

  TECHNICAL RESOURCES

- Drafting/adaptation of materials and instruments to undertake the educational actions envisaged in the programme.

- Proposals for improvement and modification of the databases.

Other duties of the Social field officer.

- Detect different sorts of needs.

- Referral of beneficiaries to other resources.

Intervention in the surrounding environment can take place at any time during the integration pathway.

Intervention protocol followed by the Acceder employment programme in the immediate vicinity

---

Intervention with the family and/or immediate surroundings from a general education point of view

1) **Diagnosis of the situation and design of a socio-educational intervention plan**

2) **Socio-family intervention**

3) **Socio-educational intervention**

---

1) Diagnosis and design of the socio-educational intervention

Reception phase of the insertion pathway

◎ A **socio-educational diagnosis** is conducted on each of the participants enabling us to detect existing social, family, economic, housing and community problems.

The diagnosis begins at the **reception interview**, a key opportunity to detect situations which could hinder labour market integration.

Based on the diagnosis of the socio-family situation at the initial interview, ACCEDER professionals decide whether:

a. Minimum conditions have been met to move forward with the insertion process and in that case a socio-educational intervention plan is devised.

b. Minimum conditions are not met, meaning that actions focusing on the resolution of strictly social problems must be addressed. In these cases, referral to our own or external specialised resources is common.

The most useful instrument at the reception phase is the beneficiary's personal data sheet and reception diagnosis. Following are the items referring specifically to socio-educational intervention.

The table also indicates when referral to specialised resources before commencing the labour market integration process is NOT necessary.

Variables	Beneficiary data sheet	Reception diagnosis	Referral to specialised resources before commencing the insertion process
Housing data	**Type of home** **Neighbourhood**		*In the case of sub-standard housing, which, for example, does not allow for minimum hygiene or hinders access to public transportation, etc.*
Economic resources	**Number of dependent family members** **No. of people contributing to family income** **Current employment situation**		*In the case of extreme poverty where minimum transportation expenses to seek employment are not covered.*
Family responsibilities	**Marital Status** **No. of children** **No. of siblings and place in terms of age** **Living arrangement** **No. of dependent family members**	**Description and opinion: Family responsibilities** **Likelihood of successful reorganisation of family duties once a job is found**	*Women with no available time*

Support from family in the integration process	**Marital Status** **No. of children** **Living arrangement** **No. of siblings and place in terms of age** **No. of dependent family members** **Courses attended and assessment**	**Family role models in terms of salaried employment** **Opinion of the nuclear family concerning integration into the world of work** **Likelihood of successful reorganisation of family duties once a job is found**	*Basically in the case of youth and adult married women who have no autonomy in the family*
Health	**Officially acknowledged disability**		*Cases of depression or drug abuse problems*
Social skills		**Social behaviour, attitudes**	
Prior work habits	**Parents' profession/occupation** **Spouse's occupation** **Contributes to the family economy** **Training received** **Currently taking a course** **Has had remunerated employment/ labour contracts** **Description of labour experience** **Registration at the employment office.**	**Reasons for which s/he would miss work.** **Knows the city** **Knows how to get around the city** **Working conditions s/he would accept** **Programme expectations**	*In cases of professional role models tied exclusively to the informal or subsistence economy*
Relations with institutions	**Address** **Living arrangement**		*Centres for delinquent minors, penitentiaries with restrictive legal measures prohibiting labour activity*

Educational level	**Driving license** **Studies completed** **Knows how to write/read/new reader** **Academic courses completed**		*In cases of illiteracy or very low level of reading and writing*

Diagnosis and labour counselling stage

It is quite common that the minimum conditions are met to concurrently engage in socio-family intervention and the labour market integration process. Based on this diagnosis, a **comprehensive individual intervention plan** will be designed which is adapted to each of the participants for subsequent implementation during the course of the intervention process.

The subsequent occupational diagnosis interviews and active job seeking and employment follow-up sessions can bring out new variables in addition to those linked to the process at each stage of the insertion process.

This work plan is reflected in the pathway lines and in the database in the section corresponding to the pathway phase: diagnostic sheet, job seeking follow-up, training and or insertion.

While we occasionally help fill out application forms for social grants or aid (for dependent children, emergency social subsidies), lunch programme applications, etc., the most frequent at this stage have to do with socio-family and socio-educational interventions, home aid, enrolment in driver education programmes, etc.

Socio-family intervention

Actions:

- **Analysis and prioritisation of problems detected.**

- **Referral to FSG basic care programmes, where appropriate.**

- **Contact with the social services technical personnel and arrangement of coordination and referral channels.**

- **Joint arrangement of individual family intervention plans.**

- **Design, development and involvement of participants in community activities in coordination with Community social services.**

Family intervention is done through training follow-up actions to prevent early dropout or interruption in training in the case of students in our courses who we feel are liable to drop out. This sort of intervention is done through Mediation or Guidance, as required, for the purpose of motivating and raising the awareness of parents as to the importance of training, especially when we detect that a student may abandon the training process.

Especially interesting is the relationship established with the family members of young people taking part in training and employment programmes (workshop school and trade school). The involvement of fathers and mothers at the training phase and hiring process has given an important boost to the success of these programmes.

We have found working with several members of the same family to be a good practice because this engenders a more thorough understanding of labour market dynamics and of the work being done through the programme. Working with role models, fathers, mothers, husbands, etc. usually promotes intervention with the rest of the family members.

The Mediation and Counselling departments establish ties with the parents of Roma programme beneficiaries by making phone calls to their homes as part of the follow-up process, to inform them of training actions or job offers, etc. These telephone calls to beneficiaries' homes allow families to get to know us and generate a sense of trust which generally encourages parents to support their sons' and daughters' efforts in the job seeking and training process.

FAMILY INTERVENTION CASE STUDY

At the Huesca chapter of the Acceder programme we've put together a complete socio-labour intervention process which was successful in the labour market integration of a Roma individual who was encountering serious difficulties in finding a job and was living in a precarious economic, health-care and family situation.
Following is a summary of the process carried out with this person.

Diagnosis of socio-family situations

Diego came to our office in May of 2005 accompanied by his mother-in-law asking for help in getting into a subsidised course run by Cáritas.
After a number of contacts with the Cáritas people, he was accepted in June 2005 as a student on the course until the end of July.
During the course the teacher noted that Diego had a low intellectual capacity.
Upon conclusion of the Cáritas course, we initiated a socio-family intervention process with him because we detected important shortcomings in his family situation. We detected these shortcomings in the interviews with him, his spouse and his parents-in-law and also with the help of the Cáritas teacher.

*The **indicators** on which action was based were his and his wife's low intellectual level (they could not read or write, did not know the days of the week, how to tell time, their birthdays or the birthday of their son, etc.), their precarious economic situation, scant attention to health-care in the case of all family members, poor nutritional habits, little or negative support from close family members, difficulty gaining access to social and educational resources, and he and his wife both had a low degree of employability.*

***Actions undertaken** were designed to improve medical care for the parents and their son through the health centre social worker who personally accompanied them to appointments and followed-up on health-care visits together with the social worker.*
Another of the initiatives was to get a disability certificate for him and his wife. The family was accompanied throughout all of the necessary steps (disability application through the Social Security System, appointment with the family physician and different specialists, consultation with the Social Security assessment team).
They were also given help in processing the "family integration aid package" through local social services. They were accompanied throughout the entire process consisting of several joint interviews with them and the social worker until the benefits were finally approved.
Once both spouses were given their disability certificates, we contacted an association for disabled persons which has several specialised employment centres to help them possibly find a job. After a number of meetings and a wait of several months for a job vacancy, he got a job and remains employed to date as a gardener through a specialised employment centre.
Today he continues to work and we remain in contact with the association as part of our labour follow-up process.
Throughout the entire process we worked with the immediate family (parents-in-law, siblings, brothers and sisters in law, etc.) to get their support in all of the actions undertaken.

HUESCA ACCEDER CHAPTER

Socio-educational intervention

The aim of adult education or educational support is to compensate for the educational deficit of the participants so that they can take better advantage of the vocational training offered and earn their official school diploma.

Educational support initiatives must be arranged and included at the beginning of labour market integration processes and collaboration agreements established with education administrations to implement this intervention helping these individual to earn their primary school diploma.

Most commonly used socio-education resources

- Adult education
- Social Guarantee Programmes
- Workshop and trade schools
- Vocational training and integration (FIP plan)
- Educational reinforcement programmes and preparation for ESO (compulsory secondary education) diploma

A wide-ranging network of contacts for the referral of Training beneficiaries exists at municipal level including social entities, trade unions and the public administration.

SURROUNDING RESOURCES (targeting labour market integration and employment training)			
MAIN SPHERES OF ACTION	**OBJECTIVES**	**ACTIONS**	**COORDINATION**
Intervention in aspects related to housing	Provide support for housing needs	Referral to the Foundation's basic service team on housing	The Foundation's basic service team and the housing team
Intervention in areas relating to education and vocational training	Raise the awareness of the population as to the need for training; Be familiar with the entire network of training resources; Match beneficiaries' interest and skills to existing offers; Support perseverance in the course	Help with the processing of primary school certificates; Accompany beneficiaries to adult education centres; Look for vocational training courses; Make referrals to training courses; Individually follow-up those who initiate the training process	Adult education centres; Public and private vocational training organisations
Intervention in areas related to the advancement of women and reconciliation of family and professional life	Specifically support women from a more global approach to employment; Meet specific needs having to do with caring for family members	Application for school lunch scholarships; Application of after school activities; Application for pre-school	The Foundation's basic service team and the housing team; External neighbourhood resources

Intervention in aspects related to health	Support of specific needs of groups affected by random or chronic diseases	Information and accompaniment in applying for disability certificates; Consultation for the resource network of psychological services; Referral to organisations with specific resources for people with disabilities; Meet the needs of people referred from the social action teams who were, in turn, referred from the CAD's or other entities working with drug addicts.	Organisations working with people with disabilities; Those responsible for the Foundation's social action health service teams
Intervention in aspects relating to compliance with judicial measures	Encourage participation in training and job seeking processes; Follow-up training or job-seeking actions in coordination with the technicians implementing judicial measures	Reception of young people referred to our training resources, basically our Workshop School	Technical personnel at centres for minors: Director and teachers; Teachers responsible for following up precautionary measures
Intervention in aspects relating to the personal and cultural advancement of participants		Search for resources through the Internet or for other types of information needed by beneficiaries even if unrelated to employment; Referral to other resources; Visit beneficiaries at meeting centres and places of worship to establish closer ties and inform them of our programme; Invite beneficiaries to participatory initiatives such as discussion groups and interviews sponsored by the media, research groups, etc.	Those responsible for the different places of worship

5.4. Intervention in the labour market

Work opportunities and partnerships are found by identifying new market and employment niches, setting up commercial networks encouraging the creation of businesses and the generation of networks and synergies among entities, institutions and companies.

Discovering work possibilities and partnerships

A. Identify new market and employment niches.

- **Analyse the feasibility of creating new companies;**
- **Engage in training actions tied to setting up preliminary agreements with the contracting companies.**

B. Set up commercial networks supporting the creation of businesses.

C. Promote the establishment of relations and collaboration and co-management networks between organisations, institutions and businesses.

Specific objectives of the enterprise mediation service

- Gain insight into the expectation and needs of both parties (beneficiaries and companies);
- Establish interests and identify matches between companies' needs and the skills of the unemployed person;
- Complete the socio-labour market integration pathway by favouring the placement of beneficiaries in the labour market;
- Close the gap between supply and demand;
- Provide feedback for the programme as a whole and the specific strategies.

Positive partnerships are arranged by fostering the associative movement around employment while encouraging viable projects in the vicinity and the establishment of collaboration with public and private economic agents committed to the integration of Roma.

Partnership management

A)   Involve the family in the integration process.

B)   Foster the associative movement around employment and promote viable local projects.

C)   Establish collaboration with public and private economic agents committed to the integration of Roma.

- **Arrange commitments with Town Halls for the hiring of labour or services.**

Partnerships must be established in order to undertake the following activities:

- Administrative formalities
- Labour market analyses
- Provision of training, internship and/or employment opportunities
- Vocational training in specific sectors

Real examples of network building

1. CO-MANAGED NETWORKS BETWEEN ORGANISFOIONS, INSTITUTIONS AND BUSINESSES. ACCEDER VALENCIA.

Since 2004 we have been managing the "Comprehensive Employment Plans funded by the Department of Economy, Finance and Employment.
Through these types of subsidies, the Government of the Autonomous Community of Valencia is trying to increase the occupational capacity of this group, through the FSG, as the promoting entity.
In this connection, labour market integration is supported through two lines of assistance, those targeting the promoting entities (FSG) and those targeting the employers who hire the unemployed participants taking part in the projects.

2. COLLABORATION NETWORKS WITH PUBLIC AND PRIVATE ECONOMIC AGENTS COMMITTED TO THE INTEGRATION OF ROMA. ACCEDER VALENCIA.

We have a collaboration agreement between the Fundación Secretariado Gitano and the Social Work area of the Community of Madrid. The CAM ROMI Programme.
It consists of training initiatives targeting Roma women to promote access to the labour market and are carried out at all of the Acceder offices of the Autonomous Community of Valencia (Valencia, Alicante, Elche and Castellon).

ACCEDER SUPPORT FOR THE CREATION OF COMPANIES: ACCEDER HUESCA

A young man who collects and sells scrap metal wants to normalise his activity so that he can enlarge the business and work with larger companies which pay a better price for the scrap metal.

Regularisation of scrap metal collection.

In addition to complying with the legal requirements to engage in a professional activity; i.e. registering as a self-employed worker at the tax office, etc. the following requirements must be met to engage in this activity in the Autonomous Community of Aragon:

The person interested in engaging in scrap metal collection must register at the register for non-hazardous waste management activities which is not to be confused with the register for the valorisation or elimination of such materials. In other words, work with non-hazardous materials without modifying the latter, only their collection and sale. In the Autonomous Community of Aragon, this activity is regulated by Decree 49/2000 (BOA 17-03-2000).

• One of the requirements for the aforementioned registration is to compile a report on the proposed activity, possible consequences for the environment and corrective measures envisaged, the types and amounts of waste to be managed, the source of such waste, management plan, description of facilities, equipment, human resources, technicians, vehicles and other available means. This report must be drafted by a competent technician (the regulation does not define the term "competent technician" but a surveyor is deemed sufficient). A diagram of the facility is also required..

• A waste management control ledger must also be kept.

We established a network with the organisation responsible for this company's output: INAGA at the Regional Government of Aragon.

FORMWORKS COMPANY

The company is comprised of three brothers of the Roma ethnic group. We informed and accompanied them to take care of the necessary formalities with the competent bodies. They were informed of aid they were eligible for to create their company. We also helped them but together a budget.

We established a network with the following organisations: Chamber of Commerce and Industry, INAEM and the labour accident mutual insurance company ASEPEYO

6. Acceder team: composition and duties

6.1. Standard ACCEDER employment team

1. A multidisciplinary team.

In order to provide a comprehensive response to the labour situation of programme beneficiaries, the team is comprised of different figures/duties and a combination of different professional backgrounds thus ensuring an economic vision of the labour market and coverage of the social aspect responding to the needs of beneficiaries.

2. A team featuring the Labour Mediator

Mediation acts as a bridge connecting the Roma population and helping them to overcome difficulties gaining access to public resources, encourages social participation and is instrumental in providing adequate information on the deficiencies, problems and needs of this population.

3. An intercultural team

Having both Roma and non-Roma professionals on the Acceder team helps establish greater trust and understanding between the two groups helping to close the gap and fostering communication between programme beneficiaries and the technical personnel.

The intercultural team helps the Roma population to overcome some of the barriers they come up against in taking part in the mainstream training and employment circuits by encouraging:

- Communication and the sort of language used by the technical team.
- Greater insight into the Roma culture and its idiosyncrasies.
- Better match between supply and demand and between beneficiaries and technical personnel to help keep them on their employment pathways.
- A decrease in prejudices and stereotypes on both sides having regard to Roma integration into the salaried labour market.
- The fine-tuning of programme actions to the needs of the Roma population.

4. Gender balance

The Programme strives to balance the number of women and men on the professional technical teams given that the actions target Roma men and women. The presence of women on the professional teams encourages young Roma beneficiaries to initiate their employment pathways which they otherwise might not do if faced with only male technicians, especially if they do not know them.

Makeup of the teams

The Acceder teams are composed so as to be able to respond to the needs of beneficiaries at all of the different stages of their pathways. They are normally composed of **five professionals**: An intercultural mediator, two labour counsellors, one enterprise mediator and one team coordinator. As from 2003, some teams also took a social field officer on board because many participants need to cover a series of issues before commencing their labour market integration pathway.

6.2. ACCEDER team coordinator

Definition

The person responsible for coordinating, launching and achieving the objectives of the mission, establishing the criteria needed to achieve long-term success, accomplishing this with suitable actions and behaviours and by being personally involved.

Main duties

1. To be involved in the implementation of the mission and its objectives and to act as a role mode. Duties include:

- Acting as a role model in developing the principal criteria establishing the basis for the creation of a cohesive programme. To act as a role model in the settlement of disputes, taking initiative, work style, etc.

- Personal involvement in the activities and prioritising the latter.

- Review and enhance the effectiveness of his/her coordinating duties based on future needs.

- To stimulate and encourage collaboration and responsibility sharing among team members and to promote creativity and innovation.

- Takes independent decisions based on criteria and values shared by the FSG as a whole.

2. Programme planning to ensure its development, implementation and ongoing improvement. Duties include:

- Align the team with the mission, vision and values of the FSG.

- Work in a coordinated fashion with the Employment Department by, inter alia, submitting interim reports for ongoing improvement and evaluating the process and the results.

- Coordinate and support the Administration and Human Resources Department using the organisation's tools and templates.

- Establish synergies with other social action programmes.

- Make sure that mediation, review and improvement of the Programme's objectives are undertaken. Focus on quality by ongoing improvement.

- Identify the programme's strong and weak points as well as the opportunities and threats of the particular environment and context.

- Adapt the programme's structure to implement the strategy based on an efficiency evaluation of the programme (resources / results).

- Adjust resources when faced with unforeseen situations (e.g. fewer professionals than expected, new projects, etc.).

- Provide a framework of coordination, planning and evaluation. (First level meetings) and tools could include:

  - *A daily / weekly team planning agenda.*

  - *Team coordination meetings with different frequencies: Announcement – meeting script for team planning and follow-up / template for minutes-summary of meetings.*

  - *Specific coordination meetings with each service.*

  - *Seek informal settings to relate to team members.*

3. *Establish alliances with beneficiaries, associations (partners) and representatives of society. Activities could include:*

- Establish and participate in alliances especially with organisations, co-funding institutions, public and private institutions specialised in training and employment and with basic social services.

- Manage alliances and relations with local and regional Roma associations.

- Acknowledge or propose recognition of individuals or teams of any group of interest for contribution to the activities of the Acceder programme.

- Take part in conferences, congresses and seminars.

- Participate in networks and professional associations.

4. *Motivation, support, recognition and development of team members. Activities could include:*

- Being accessible, active listening and responding to team members, channelling contributions, suggestions and concerns.

- Favour shared decisions and promote a sense of individual responsibility with programme objectives.

- Help, supervise, evaluate and support team members to meet their objectives by evaluating their efforts within the framework of agreed labour relations.

- Establish activity and objective priorities and communicate these to the rest of the team.

- Participate in the recruitment, selection and reception of new professionals.

- Identify training needs and propose actions.

- Distribute work equally among team members.

5. *Identify current and future needs and expectations of Roma and other agents of interest. Activities could include:*

- Collect and analyse information in order to anticipate needs.

- Understand and anticipate the needs and expectations of the surrounding Roma community, of the alliances formed and of the community within the programme's radius of action.

- Balance the needs and expectations of all of the aforementioned interest groups.

- Gain insight into and anticipate the advances made and best practices of other programmes.

- Analyse regulations.

- Analyse social issues as well as economic and socio-demographic indicators.

- Identify, analyse and understand cultural, social, legal and economic issues as they relate to employment in general and the employment of Roma in particular.

6. *Develop the programme's key resources and processes. Activities could include:*

- Identify and define the key processes needed to implement actions and assign leaders and responsibilities.

- Review the effectiveness of the key processes outline when carrying out the strategy and objectives of the programme.

- Manage the use of material resources, infrastructure and equipment.

- Take initiative in seeking new resources.

- Plan and manage training actions.
- Evaluate programme results:
    - *Through planning and reports on each of the services.*
    - *From all of those involved with the programme. Involvement of professionals and consensus in decision making. Team satisfaction.*
    - *Social and political impact of alliances, level of external relations, renewal of agreements.*
    - *Satisfaction of programme beneficiaries.*
    - *Level of achievement of programme objectives, efficiency and effectiveness of the programme, identification of work processes, design of new work instruments.*

Levels of coordination

LEVELS OF COORDINATION: DUTIES AND FREQUENCY AT EACH LEVEL

- **Level one:** Acceder team coordination meetings: Preferably on a weekly / bi-weekly basis, the purpose being the planning and evaluation of work. This coordination is greatly reinforced by informal daily coordination between the different service professionals.

- **Level two:** Meetings between those responsible for the coordination of the local teams of Autonomous Community and the FSG's territorial Directorate. Monthly or quarterly. These are basically strategic meetings to solve problems before they actually occur and to evaluate individual work with a view to correcting possible errors. These meetings help produce guidelines for subsequent planning and the exchange of information on common action strategies.

- **Level three**: Service coordination meetings: Mediation, Counselling and Labour Market Intermediation: No set frequency. These are encouraged in territories with more than one Acceder team. These meetings are to share operational strategies and especially work methods and to exchange ideas on the design and development of common work instruments.

- **Level four**: All of those forming the teams within each Autonomous Community. No set frequency. These meetings are to unify objectives and methodologies, to agree on diagnostic indicators and to implement joint work procedures.

- **Level five**: With the Employment Department and the Acceder branches nationwide. No set frequency. These meetings are to plan and evaluate the global guidelines of the Programme. They provide direct contact with the structure of the Foundation and coordinate actions regarding technical, economic, administrative and personnel management.

- **Level six**: Institutional relations and the external coordination of the Programme in the sphere of training and employment.

Mediation in the ACCEDER team

Definition

Intercultural mediation is a process contributing to the enhancement of communication, relationships and intercultural integration between individuals or groups within a territory who belong to one or several different cultures.

In the Acceder Programme, this work is carried out through intervention covering three fundamental aspects: facilitate communication, foster social cohesion and promote autonomy and social-labour market integration.

Through:

○ Mutual knowledge of cultural reference codes and intercultural relations.

○ The suppression of situations of discrimination and inequality.

○ Overcoming prejudice and stereotypes between culturally different individuals and groups.

Main duties

Duties for which mediation is directly responsible:

○ Programme dissemination.

○ Recruitment of beneficiaries.

○ Reception.

- Preliminary information on the labour market and its demands.
- Reception diagnosis.
- Recording in the pre-Acceder and Acceder databases
- Socio-family support.

○ Accompaniment of beneficiaries referred to training outside of the Programme.

- Intervention with families.
- Mediation with teachers.

○ On the job follow-up in cases where beneficiaries have been identified as "priority follow-up" and are not signed up for the enterprise mediation service.

- Intervention with families.

- Evaluation of beneficiaries' adaptation to the new job.

○ Reinitiate processes with individuals who underwent the reception interview but did not follow through with the process; re-recruitment.
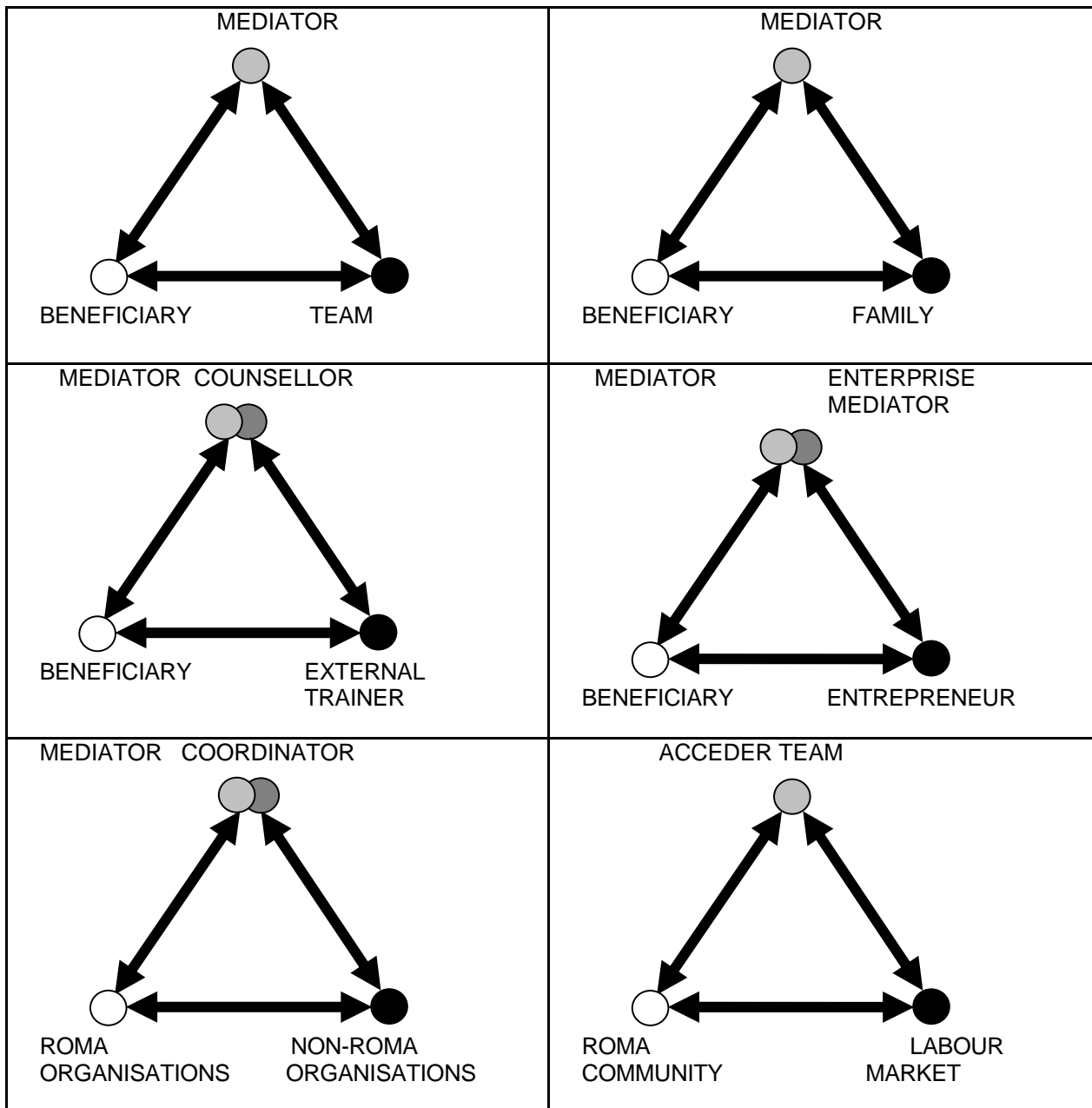
Duties related with maintaining resources.

○ Update of the information on the offer of training.

○ Update of the PRE-ACCEDER database.

○ Update of the ACCEDER database of those in training.

Other duties undertaken by mediation

○ Follow-up and accompaniment of students taking part in training offered through the Programme.
○ Technical support for professionals who work with the Roma population.
○ Dispute mediation.
○ Awareness-raising of the population at large and especially of the Roma population on the need to become incorporated into the labour market on an equal footing.
○ Close coordination with teams both within and outside of the Programme.

Graphical representation of mediation

MEDIATOR BENEFICIARY TEAM	MEDIATOR BENEFICIARY FAMILY
MEDIATOR COUNSELLOR BENEFICIARY EXTERNAL TRAINER	MEDIATOR ENTERPRISE MEDIATOR BENEFICIARY ENTREPRENEUR
MEDIATOR COORDINATOR ROMA ORGANISATIONS NON-ROMA ORGANISATIONS	ACCEDER TEAM ROMA COMMUNITY LABOUR MARKET

Counselling in the ACCEDER team

Definition

Personnel responsible for counselling focus on the professional know-how of beneficiaries by encouraging autonomy in the management of each participant's personal employment pathway.

In most cases, Acceder branches have a two-member counselling team.

Main duties

Duties which are the direct responsibility of the counselling team:

- The first employability diagnosis.

- Furnish socio-labour information.

- Design a personal employment pathway with beneficiaries with clear expression of their professional objectives.

- Engage in individual labour counselling sessions.

- Conduct specific socio-labour counselling modules on the training offered through the programme.

    - Plan and develop group counselling sessions.

    - Furnish the tools and techniques for active job seeking.

    - Encourage skills acquisition in knowing how to <u>act</u> as well as how to <u>do</u>.

- Follow-up on job placements identified as non-priority which did not involve intermediation with companies.

Duties related with resources.

- INFORMATION RESOURCES

    - *Update of database information*
        - Upload new information.
        - Update the job bank.

    - *Permanent contact with and knowledge of movements in the labour market.*
        - Search for job offers in the press.

- TECHNICAL RESOURCES

    - Drafting and adaptation of materials and instruments designed for counselling and active job seeking purposes.
    - Proposals for improvement and modification of the databases.

Duties relating to the Alliance system.

- Contact with temporary employment agencies or other contacts announcing job openings in the press.

- Contact with groups from other FSG programmes.

- Contacts with other job banks and set up collaboration and referral mechanisms.

Other duties of counselling personnel:

- *Detect training needs.*

- *Furnish information on the labour market.*

- *Develop socio-labour skills and habits.*

- *Refer beneficiaries to other job banks.*

Labour market mediation in the ACCEDER team

Definition

The personnel responsible for labour market mediation with companies for the purpose of hiring programme beneficiaries, also offer a vision of the local labour market and contribute knowledge on human resources and hiring.

Main duties

Operational labour market intermediation duties

- Labour market intermediation throughout the province.
- Locate the offer of employment.
- Labour market intermediation.
- Contact companies to present the Acceder Programme seeking job offers which meet the profile of programme beneficiaries.
- Select, choose and offer job openings to beneficiaries in the active job seeking process.
- Offer companies a support and consulting service in human resources management.
- Search for collaborating companies.
- Plan and develop jointly with the training team.
- Employment follow-up of those hired via the company intermediation process.
- Periodic meetings with those hired.
- Consulting on the signing of contracts through interviews with beneficiaries and company officials.
- Support self-employment initiatives.
- Awareness-raising as concerns the business world.

Duties related with resources.

INFORMATION RESOURCES

- Define the profiles of beneficiaries by analysing the job bank.
- Update the Acceder database and the company database.
    - Compile lists of companies in sectors where beneficiaries can apply on their own.
- Permanent contact with and knowledge of movements in the labour market.
    - Search for job offers in the press.
- Constant update of information on applicable labour law.
    - Study of bargaining agreements in the most representative sectors.
    - Information on aid for hiring.

Duties related with resources.

- Guidance in the drafting and adaptation of materials and instruments designed for counselling and active job seeking purposes.
- Proposals for improvement and modification of the databases.

Duties relating to the Alliance system.

- Update of materials to make the programme more visible to companies.
- Coordination with enterprise mediators of other programme branches.
- Search for training practices agreed with other institutions.
- Specific labour market intermediation in sectors:
  - In those where the entity is conducting training programmes.
  - Profiles most frequently requested from the job bank.
  - New employment niches.

ACCEDER social field officer

Definition

They accompany participants in community formalities and generate action and referral networks and protocols for the Roma population and local social agents prior to embarking upon the employment pathway.

Main duties

- Detailed analysis of the initial request.
- Intervention agreement.
- Intervention / update programming.
- Execution: Social report and history.
- Take stock of resources: housing, health-care, services, registry, visit resources.
- Accompaniment of beneficiaries.
- Social action database maintenance.
- Institutional coordination: social and health-care services, schools.
- Coordination support.
- Follow-up OK.

7. STANDARD BUDGET FOR SETTING UP AN ACCEDER OFFICE

The standard budget for setting up one ACCEDER office can be the following:

CONCEPT	COSTE
PERSONNEL	130,000
TRAINING ACTIONS AND DISSEMINATING ACTIVITIES	15,000
EQUIPMENT, OFFICE, SUPPLIES AND MATERIAL	20,000
OTHERS	5,000
TOTAL	170,000€

This budget includes all expenses related to personnel as described in this document, development of employment training actions, disseminating seminars, full equipment for an office of 5 people (computers, printer, fax, phones…), all the office material needed, plus expenses related to maintenance of an office (montly rent, insurance, water, electricity, phone expenses…) plus other unforeseen expense that usually come up (related to travelling, printing…).