



Guidelines for mobile teams concerning the division of tasks, communication and work plan between team members

Developed under the project:

EURIBOR

Promoting sustainable actions for empowerment of vulnerable groups of youth women", no.: 2020-1-0049

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1. Introduction – information about the market, NEET group and the project

In Poland, the NEET Generation is defined as a generation three times nothing - young people who are not working, learning or training (Not in education, employment, or training). People who belong to the NEET generation are more than just „young unemployed”; they are also economically inactive graduates (not in employment and not seeking employment) and people who left education early and did not enter the labour market.

Therefore, the NEET group includes people who do not work of their own free will and those who do not work because, despite their efforts, they do not manage to find employment. This extremely broad category can also include people who remain outside the sphere of educational and professional activity due to disability, illness or the need to care for dependent household members.

The Labour Force Survey shows that in 2017, the percentage of young people not in employment, education or training was as high as 14.3% (14.7% in the EU). The report conducted in Opole entitled *Diagnoza sytuacji bezrobotnej młodzieży* (Diagnosis of the situation of unemployed youth) was the basis for the implementation of the Youth Guarantee programme in the Opolskie Voivodeship, which covered people aged 15-25 and received support in the form of internships, training and other forms to gain work experience, according to the expectations of employers. People who are unemployed differ in key features from people who have this job. Their situation is affected by:

- disability,
- education,
- work experience or lack thereof,
- professional qualifications/ or skills.

According to the above, the educational structure is as follows: the unemployed youth have lower education. Most of them (27%) have finished gymnasium or lower, and 24% have basic vocational education (own research on 100 persons). In the group of 15-29, the situation is difficult because as much as 52% of them have no qualifications and 55% have no work experience. Compared to the general population, their situation is worse, even though they have better education but no work experience. Young people, including people with disabilities, are one of the disadvantaged groups that are at risk of social exclusion because:

- the average duration of unemployment is eight months, and 44% of people were declared long-term unemployed,

-
- the position of young people clearly depends on gender: women are unemployed longer due to, among other reasons, motherhood,
 - lower education contributes to longer unemployment,
 - and disability hinders employment in the open labour market.
 - The problem of economically inactive disabled people (86.9%) is:
 - lack of faith in looking for work due to illness and disability,
 - fear of losing a pension,
 - low level of education compared to the general population (according to LFS, 35.7% of the disabled have secondary education and 8.6% higher).

Data from the Poviát Labour Office show that 5% of unemployed young people receive benefits, and their material situation is difficult. In most cases, they rely on support from family or Social Assistance; benefits are received by 12% of respondents.

This phenomenon is negative in the institutional and social dimensions. It causes difficulties in full participation in social life expressed by material deprivation and society, which causes:

- lowering the sense of worth,
- increase of crimes,
- emigration,
- family/relationship breakdown,
- mental problems,
- is a negative factor for independent job search,
- motivation,
- social activity.

Inactivity is another factor associated with the poor situation of this social group in the labour market. The research shows a connection between exclusion from the market (compilation of permanent unemployment and receiving social benefits) and unemployment. Among all those excluded from the labour market, as many as 14% are passive, while in the case of those present in the market, there are 5% with passivity. Women, including single mothers, are definitely more passive. The 7% of unemployed youth is a very difficult group to activate, characterised by:

- unfavourable economic situation,
- deficits in job-seeking skills,
- less inclination to raise their own qualifications,
- passivity,

- material dependence on parents,
- inherited unemployment syndrome,
- shows unrealistic expectations regarding the labour market.

A common feature of NEET people is:

- lack of self-acceptance (sense of alienation, rebellion against family, elders, customs, against themselves and others) which causes withdrawal from social and professional life,
- lack of self-confidence - because in order to achieve a goal, they have many more difficulties to overcome,
- they are critical of themselves, and they think that they are not able to measure up to others,
- have a sense of physical/intellectual inadequacy.

The psycho-social consequences of being unemployed are related to a decrease in human capital and a decrease in the propensity to act independently related to changing one's position in the labour market. Young people who receive social benefits and/or live with their parents, and are unemployed, are less likely to be oriented towards getting a job (55% compared to 70% who are not considered to be excluded from the labour market) which makes them dependent on Social Institutions. These people need:

- support through psychological workshops: development of soft skills in the field of social communication, cooperation and group functioning, self-assessment, strengths and weaknesses, acceptance, work on emotions, ways of solving conflicts, dealing with stress and aggression to integrate socially and professionally,
- increase or confirm vocational qualifications,
- acquire practice in the profession,
- unemployed young people also indicate the need for meetings with a vocational advisor to know their profile and professional features.

Barriers encountered by the target group of the project are:

- lack of confidence in their abilities/capabilities,
- stereotypes related to gender, disability, unemployment, young age,
- lack of financial means to improve qualifications,
- generalising unrepresentative events and drawing hasty conclusions,
- fear of learning - persistent reluctance to make an effort,
- fear of a group of people.

In reference to the EURIBOR project, despite the progress made recently, not only in Poland but also in the rest of Europe since the Youth Guarantee was implemented, the schemes have not yet reached all young people. Long-term NEETs are invisible to the system, and these circumstances affect their psychological, financial and personal well-being in situations of social exclusion.

Important risk factors for being a NEET youth in Poland are living in rural areas, where youth unemployment levels are higher in rural areas and smaller cities and some country regions.

Due to motherhood and family responsibilities connected with it, the rate is much higher among young women aged 25-29 than among young men of the same age. A group of women in a particularly vulnerable situation are women from migrant and minority backgrounds, most of them poorly educated and without previous work experience.

At least 380 disadvantaged young women from the target region will be recruited and involved in the EURIBOR programme within the project. In Poland, this will be 55 women who are:

- not working,
- not in education or training,
- who are in a vulnerable situation: long-term unemployed, with migrant or minority background, living in small towns or rural areas, young mothers.

Within the framework of the project, there are no restrictions on the territory/residence of women. Therefore, women interested in the project can be from any part of Poland, so the project team, already at the stage of writing the application, assumed that the project participants would work with so-called mobile teams, which will consist of:

- psychologist - responsible for strengthening women in the social, professional and personal sphere,
- vocational advisor - responsible for defining a professional path,
- personal advisor - responsible for supporting women in the labour market and at the same time indicating the impact of social support on project participants.

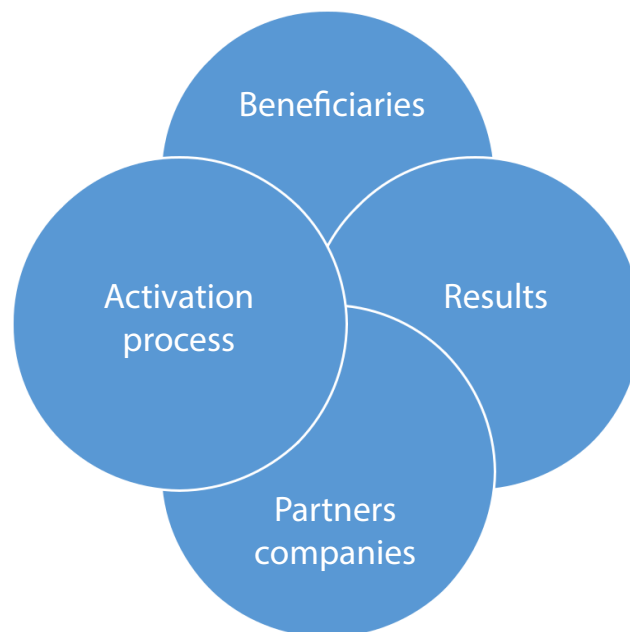
2. Active job search zone – 4P model

Within the EURIBOR project, a labour market expert, a substantive manager of EU projects, an active HR- sheep, a psychologist and a coach at the same time has prepared and standardised a manual for mobile teams in Poland, Spain, Italy, Slovenia, Malta and Bulgaria. An approach to be used when working with young women in a difficult situation was developed.

This method of professional activation, later called the 4P model, is based on the concept of Total Quality Management. The method's effectiveness lies in the fact that it considers all stages and resources necessary to achieve high results in a project. This method includes:

1. beneficiaries (people),
2. activation process (process),
3. partners as companies (partners),
4. and results (performance).

The success factor of the 4P model is that the above-mentioned areas correlate with each other from the beginning to the end of the process (Fig. 1)



The model is also effective because it focuses maximum attention on people. Its effectiveness can be observed through:

- the diagnosis of the market carried out by people working in the market together with unemployed people and employers,
- the running of the process by the same people whose skills combine the needs of the employee and the employer,
- high-level communication, thanks to a flat structure and a limitation of staff changes in individual tasks,
- the sequencing and processing of tasks, which leads to achieving desired outcomes.



People + Partners = Success

However, such a comprehensive approach is time-consuming. Therefore, the project staff must be highly qualified and committed to ensuring the highest efficiency. The project team includes:

- psychologists,
- vocational advisors,
- personal advisors - their number depends on the number of beneficiaries.

Job descriptions, which include requirements necessary to carry out the whole process and detailed work scope, are attached.

A personal advisor working with employers and a vocational advisor, and a psychologist working with beneficiaries, i.e. project participants, constitute the core of professional activation, communicating the processes taking place in each of the project participants together with the rest of the project team. They work on the project for the greater part of its duration so that no information is lost when other people work on subsequent tasks and do not communicate the difficulties/progress of the beneficiaries.

The mobile team also communicates optimal forms of support such as training, consulting for individual persons and other forms during individual meetings.

As a result of the work of the vocational advisor, Individual Action Plans (IAP) are created for project participants. It is planned to develop IAP through competence analysis and individual consulting, which will be preceded by meetings that will help determine each project participant's expectations and predispositions.

In addition, IAP will determine the direction of training from which the project participant should benefit. These activities aim to examine the strengths and weaknesses of the project participant, strengthen self-esteem and equip them with the skills to use the acquired qualifications - creating individual career paths effectively. In the course of the work with the psychologist and personal advisor, an individual portfolio/report will be created, including a description of strengths and weaknesses, recommendations and further recommendations.

A personal advisor, a psychologist, and a vocational advisor from the project participant will aim to find individual project participants a permanent job matching their capabilities and expectations.

Since the project assumes comprehensive support for the participant, the project, through several support methods, selecting appropriate training and workshops will be entrusted to a personal advisor, vocational advisor and

psychologist based on IAP. The project coordinator will make the final approval of the profile, price, and contractor of the training, observing the input/output principle.

Furthermore, each training course will end with an external certification, which will increase the quality of the individual courses on the market. Thanks to certification, training will be non-standard.

In summary: the 4P model is characterised by a comprehensive approach to the project participants, thanks to which it achieves high hard results in the implemented activities (high employment rate!!!).

The success factor is:

- linking from the very first moment/contact with the project personnel, the beneficiary with the employer,
- and matching qualifications and requirements with the employer's expectations.

3. Personal advisor job description

The personal advisory is support implemented with full individualisation and adaptation to the specific needs of each project participant in terms of form, approach and required time for implementation.

Personal advisor in the project:

- works closely with a psychologist and a vocational advisor and, based on feedback, information flow, interacts with the side of employers and labour market institutions in the initial stage looking for an adequate internship and, in the long run, also employment, taking into account professional, personal/interpersonal predispositions and preferences of a particular project participant;
- it establishes contact with employers directly or through labour market institutions (in case of difficulties in direct access);
- conducts individual meetings with potential employers diagnosing their specific preferences in the field of future employee and comparing with the profile of the project participant, which on the one hand, enables to assess to what extent the expectations of both sides will be met; on the other hand, allows to determine the appropriate manner of behaviour during an interview for a job/internship of a particular project participant;
- the key criterion for the selection of the company is the sustainability of employment prospects, whether and for how long the employment for a particular project participant will be possible; for this purpose personal advisor analyses not only the expectations and aspirations of the employer but also the situation of the company, the development prospects of the company and industry based on interviews, a direct visit to the company, publicly available information, including through the analysis of financial statements submitted to the National Court Register;
- personal advisor identifies the employer's needs in the scope of qualifications that need to be supplemented in the case of a particular project participant, which is realised within the task;
- supervises preparation of the workplace, including ensuring optimal and required conditions in accordance with separate regulations;
- he or she acts as an intermediary in completing all formalities in the scope of the internship and establishing an employment relationship with a project participant;
- on the part of the project, he or she is the first contact person with the employer participating in the realisation of forms of support under the project;
- at the stage of realisation of the internship and after signing the contract of employment between the project participant and employer, he continues his work maintaining a further relationship with the acquired

- employer and monitoring cooperation between the project participant and the employer, including obtaining feedback on employer's satisfaction with the cooperation. This information is passed on to a psychologist and vocational advisor in order to undertake actions in the scope of individual improvement of project participant and the development of specific attitudes and behaviours. The task of the HR advisor at this stage is to lead to such a level of satisfaction with the needs and expectations of the employer that the internship will be transformed into an employment relationship or the permanence of already obtained employment will be ensured.

Additional effects realised at the stage of individualised personal advisor are:

- participation in project promotion through direct campaign activities among employers and labour market institutions;
- collection of job offers submitted by employers in the course of individual interviews, also those that are not adapted to the requirements of a particular project participant;
- the personal advisor works mainly in the field, directly visiting potential employers as well as those directly participating in the implementation of forms of support under the project;
- from the work of the personal advisor, individual periodical advisory reports are made containing detailed information, including the results of interviews, recommendations and their implementation, effectiveness - archived together with project documentation.

Highly qualified persons i.e. will occupy the job of personal advisor:

- with experience in conducting recruitment projects;
- with high resistance to stress and the ability to work under time pressure;
- with a high level of communication skills and ability to work in a team;
- with very good organisation of work.

The form of reporting to the personal advisor - meetings with employers - is attached as Attachment 1.

4. Psychologist job description

The work of the psychologist in the project goes beyond the framework of traditional sessions and is carried out with full individualisation of this support and adaptation to the specific needs of each project participant separately, in terms of form, approach and required time for task implementation.

A psychologist in the project is a personal tutor of a project participant being in the process of change in the labour market, providing mental support to each participant. The developed approach and applied methods of cooperation are based on the participant's personality profile.

The work of the psychologist within the EURIBOR project is divided into stages according to the project tasks:

Stage I: Establishing the personality profile of the project participant

The Psychologist's work starts with an analysis of the initial information from the meetings with the vocational advisor and the HR advisor and a series of familiarisation meetings with the project participant. The effects of further cooperation are guaranteed at this stage by developing a relationship based on trust and discovering the potential

of the project participant - his education, aptitudes, experience, expectations, etc. Creating a candidate's portfolio considers the project's full support and consulting process.

Stage II: Setting individual goals

The next stage of the psychological consulting is setting individual goals, taking into account the forms of support within the project, the implementation of which will be monitored by the psychologist until the end of the project, taking into account the update of the set goals (Searching for the most beneficial training suited to the profile of the beneficiary).

The Psychologist is a partner of the project participant at every stage, including especially the training support and internship.

Stage III: Interpersonal development

The Psychologist identifies potentials for improvement and assists in the personal development of the project participant, including in the field of interpersonal skills and relationships to the needs of the future employer.

The Psychologist prepares and conducts individual workshops/training/interpersonal skills exercises in self-presentation - writing application documents.

Stage IV: Assistance during participation in forms of support

The psychologist assists during participation in the forms of support and, if necessary, at the place of their realisation.

The psychologist's task is to arouse motivation, faith in one's potential, satisfaction, and sense of self-fulfilment and increase the effectiveness of undertaken activities at each stage of project implementation.

The Psychologist's support is particularly important in the face of failures and moments of doubt - striving to ensure absenteeism from forms of support.

Stage V: Preparation for employment

The Psychologist does not communicate with the employer, leaving this role to the personal advisor. There is a feedback loop between the personal advisor and the psychologist. The personal advisor provides data on the potential for improvement of a particular project participant in accordance with the employer's requirements. The psychologist provides data on a particular project participant's personality and professional profile, which enables the personal advisor to obtain a suitable job/ internship.

Etap VI: Monitoring i wsparcie podczas zatrudnienia

Supports the participant during the employment relationship obtained at the stage of project realisation - speed of adjustment to new work conditions, new interpersonal contacts.

Prevents resignation from employment.

The psychologist works hours according to the participant's needs under his care. The psychologist's work is documented in individual periodic reports with detailed information, including the results of interviews, recommendations, implementation, and effectiveness - archived together with the project documentation. The scope of data collected does not include sensitive data.

The psychologist is accounted effectively for the time worked by keeping records of tasks performed and working time.

Highly qualified persons, i.e. shall occupy the positions of psychologist:

- with specialist education: Psychologist,
- with experience in working with the unemployed - at least one year,
- ease of establishing relations and ability to cooperate with different types of personalities is also important,
- professional and ethical,
- ability to establish a safe relationship,
- maintaining the boundaries of the relationship.

Psychologist reporting format - detailed scope of psychological sessions is attached as Annex 2.

5. Vocational advisor job description

As a result of the work of a vocational advisor, Individual Action Plans (IAP) are created for project participants. It is planned to develop IAP through competence analysis and individual consulting, which will be preceded by meetings that will help determine each project participant's expectations and predispositions. In addition, IAP will determine the direction of training from which the project participant should benefit. These activities aim to examine the strengths and weaknesses of the project participant, strengthen self-esteem and equip them with the skills to use the acquired qualifications - creating individual career paths effectively. In the course of the work with the psychologist, or personal advisor, an individual portfolio/report will be created containing, among others, a description of strengths and weaknesses, recommendations and further recommendations. In addition, the vocational advisor will carry out a simulated recruitment interview with the project participant if necessary.

The position of vocational advisor will be staffed by highly qualified individuals, i.e.:

- demonstrating ethical behaviour and professional conduct in fulfilling roles and responsibilities,
- communicate effectively with colleagues or clients, using appropriate language,
- demonstrate knowledge of current information on education, vocational training, employment trends, labour market and social issues,
- display social and intercultural sensitivity,
- demonstrate an ability to work effectively in a team of professionals,
- demonstrate knowledge of the lifelong career development process,
- demonstrate skills and knowledge relating to the effective and appropriate use of technology.

The vocational advisor's reporting format is attached as Annex 3.

Conclusion

In conclusion, within the framework of this document, due to the very wide scope of the project, i.e. Poland, Spain, Italy, Slovenia, Malta and Bulgaria, the same assumptions were developed for the mobile teams, i.e.

- the same scope of responsibilities for individual positions,
- the same requirements in terms of qualifications or skills,
- the same form of reporting on meetings with project participants.

The purpose of the above is to facilitate work between the mobile teams externally and internally. In addition, a simple table was drawn up showing the effect of the work for each project participant (table attached as appendix 4 to the report). The success factor will undoubtedly be the close cooperation of the mobile teams and the consequent activation of this difficult target group, i.e. the motivation of several hundred women to enter the labour market.

The summary of this report should be summed up in a sentence that, in this day and age, has an additional meaning:

...because together we can do more!

Annexes

The form of reporting of the personal advisor - meetings with employers - is attached as Annex 1.

List of attendance of the project participant of individual personal consulting within the EURIBOR project

Participant: _____

Name and surname of the Beneficiary

No.	Date	Signature of the project participant	Signature of the personal advisor
1			
2			
3			
4			

Form of psychologist's report - detailed scope of psychological sessions is attached as Annex 2.

Detailed thematic scope of psychological sessions for particular stages of support within the EURIBOR project

Participant: _____

Name and surname of the Beneficiary

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
<i>I</i>		Introduction to the project participant, diagnosis of needs and preferences. Creating a coaching contract, i.e. rules of the Client's work with the psychologist		
		Analysis of information received from the psychologist and professional advisor		
		Work on the diagnosis of potential, analysis of experience, skills, character strengths, life achievements		
Total number of hours of work on stage			2	

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
<i>II</i>		Goals - what do we need them for? Why do we often not achieve them?		
Total number of hours of work on stage			1	

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
<i>III</i>		Introduction to interpersonal training, presentation of general information		
		Interpersonal training - who am I? What do I have? What do I want from the world? What can I give to the world?		
		Interpersonal training - what mental, emotional and social limits prevent me from doing what I want? Work on limiting beliefs.		
		Workshop on self-presentation and writing application documents		
		Exercise - give a 3-minute presentation		

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
IV		Summary of the achievements and successes so far, analysis and evaluation of the positive aspects of the participation in the project		
		Introducing the concepts of internal motivation and external motivation - discussion of issues		
		Implementing one's mission as a way to feel satisfaction, self-fulfilment and living according to one's values		
Total number of hours of work on stage			2	

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
V		Working on maintaining the proper level of motivation to start the next stage of support. Analysis of the information provided by the personal advisor		
		Exercise professional skills.		
		Change of perspective - the participant enters the role of an employer; what questions will he or she ask, what will be required. Simulation exercise.		
Total number of hours of work on stage			1	

Stage	Date	Subject addressed	Participant's signature	Psychologist's signature
VI		Summary of achievements so far, reflections, conclusions.		
Total number of hours of work on stage			1	

The form of the vocational advisor's report is attached as Annex 3.

INDIVIDUAL ACTION PLAN within the EURIBOR project

Participant:

Name and surname of the project participant	Date of birth:	
Residence address:		
Telephone, e-mail:		
Status of person subject to IAP:		

Carrying out a diagnosis of the participant's professional situation:

I. Education

(level and type of education, completed courses and training,
licence to practise the profession)

Higher education	Postgraduate	
	Master's degree	
	Engineering	
	Bachelor degree	
Post-secondary education		
General secondary education		
Secondary vocational education		
Basic vocational education		
Lower secondary school/primary school		
Courses, training, licences, qualifications		

II. Professional experience

(documented and undocumented, voluntary work, local community activities)

Position + main activities	Job seniority

III. Skills

(acquired formally and informally, resulting from professional skills, social activities, interests).

Below you will find descriptions of different skills. Please mark on the scale the extent to which you are familiar with. 1 - I do not know at all, 5 - I know perfectly. If any of your skills is missing, add it at the end of the table and rate it. Mark the skills you want to develop

I want to develop	1	2	3	4	5	
1. Listening						
2. Completing tasks on time						
3. Giving advice						
4. Convincing						
5. Discussing in a group						
6. Negotiating						
7. Selling/promoting products						
8. Public speaking						
9. Managing teamwork						
10. Leading, being a leader						
11. Teaching others, passing on knowledge						
12. Organising the team's work						
13. Cooperating with others						
14. Communicating facts						
Computer skills	<input type="checkbox"/> Word	<input type="checkbox"/> Excel	<input type="checkbox"/> PowerPoint	<input type="checkbox"/> Internet	<input type="checkbox"/> E-mail	<input type="checkbox"/> Other
Foreign languages	<input type="checkbox"/> English	<input type="checkbox"/> German	<input type="checkbox"/> French	<input type="checkbox"/> Russian	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other
Driving licence	<input type="checkbox"/> Cat. B	<input type="checkbox"/> Cat. C	<input type="checkbox"/> Cat. D	<input type="checkbox"/> Cat. E	<input type="checkbox"/> Other	

IV. Personal strengths:

My strengths and interests
What do I most enjoy doing?:
My distinctive strengths:
I want to develop skills such as:
What in my life is important to me:

V. Past successes:

VI. Difficulties, barriers, gaps to be filled:

1. Character and personality weaknesses, i.e. disadvantages:

2. Gaps in knowledge and information:

3. Experience and skills gaps:

VII. Analysis of the requirements of the profession.

Tasks and activities I want/like doing:

The environment in which I want to work:

The benefits I want to achieve from the job:

What I definitely do not want to do/ what profession I definitely do not want to perform

Professions I have chosen:

What else do you not know about this job/profession?

VIII. Health and family situation

In the whole process of planning your career, it is also important to consider your physical abilities. If you have a back problem or a postural defect, physical work and work that requires you to remain in one position for a long period, i.e. some office jobs or jobs as a hostess, are not suitable for you. Find out whether you have any contraindications, including allergies to specific products, fear of heights, or other ailments.

1. Do you have any health conditions or limitations that prevent you from doing certain activities? Which ones?

2. Are you prescribed by a doctor to wear glasses, orthotics, hearing aids, take specific medications, or do specific exercises?

3. Do you have to care for a child or family member?

IX. Goals related to personal, educational and professional development

	GOAL	THE WAY TO ACHIEVE IT
1		
2		
3		

X. Obstacles to achieving the goal:

- inability to plan activities
- feeling withdrawn
- lack of self-confidence
- failure to take risks
- passivity in career planning
- negative, unpleasant reactions from the environment
- lack of social skills
- other, which? _____

Describe how you will deal with the obstacles selected above

XI. Individual action plan

Step 1 participation in the project

Description of activity:	
Intended time of implementation:	
Expected result:	
Final result:	

Step 2 Internship

Description of activity:	
Intended time of implementation:	
Expected result:	
Final result:	

Step 3 starting employment

Description of activity:	
Intended time of implementation:	
Expected result:	
Final result:	

XII. Plan for searching for job information:

1. Potential places of employment/position

2. Information related to job search can be obtained from:

3. Is it possible to be self-employed in this profession? (if yes, is it in your area of interest?).

XIII. The stage of seeking employment:

In the whole job search process, the most difficult elements are:

To increase my chances of finding a job, I should:

My potential employers are:

What have I done to increase my chances of finding a job:

What I should further do:

I will know that the work I do gives me satisfaction by:

Written consent of the participant to the proposed activities
(date and signature of the participant):

Date and signature of the vocational advisor:

Summary table - Annex 4.

SUMMARY TABLE OF THE WORK OF MOBILE TEAMS IN THE CONTEXT OF PROFESSIONAL ACTIVITY EFFECTIVENESS							
No.	Date	Type of contact meeting/ telephone conversation	Name of employer	Name, surname - project participant	Address	Telephone no	E-mail
1							
2							
3							
4							
5							
6							
7							
8							
9							

SUMMARY TABLE OF THE WORK OF MOBILE TEAMS IN THE CONTEXT OF PROFESSIONAL ACTIVITY EFFECTIVENESS						
No.	Company/institution profile and name of the vacant position	Number of persons on internship	Employee's profession	Required skills	Preferred training	Employment: YES. NO
1						
2						
3						
4						
5						
6						
7						
8						
9						

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Implemented by:

