

The Better Tomorrow Plan Case study

February 2012

WE DO

OUR COMMITMENT :

We will support local community development in all the countries where we operate by 2015.



Spain

- 22.85% unemployment
- 31% school failure rate
- 1.5 million people suffer from extreme poverty and social exclusion



Spain

"Training for inclusion" program

Sodexo proposes training sessions to different communities, foundations and institutions members. The objective is to offer them the necessary qualifications to get a job and promote the development of their skills, in order to facilitate their professional integration.

Creating value

This program enables local communities to gain the necessary knowledge for a new job, to develop their employability, to promote the development of their skills through trainings in a real environment and to gain a professional experience through practical trainings within Sodexo sites. These actions will allow them to increase their chances to integrate the market.

General context

In Spain, the unemployment rate is 22.85%, school failure rate is 31% and 1.5 million people suffer from extreme poverty and high social exclusion.

Sodexo interacts on a daily basis with its stakeholders (communities, foundations, schools) and is willing to contribute to improve the society by training every person who is at risk of social exclusion. Sodexo helps them to search for a job, contributes to developing their employability and helps them acquire the differentiating skills that will allow them succeed within a difficult work environment.

The "Training for inclusion" program

This program has been launched in 2009, in line with Sodexo's commitment to support the economic, social and environmental development of the countries where Sodexo operates.

The first training has been organized as part of the « Acceder » program of the "Fundación Secretariado Gitano". Since then, Sodexo has worked with many institutions, foundations and communities of the tertiary. **14 training programs have been organized for 186 people**, which represent 1,189 theoretical hours and 600 practical hours.

The content of the training sessions is adapted to the specific needs of each group, to the level of their knowledge and their experiences, thus following the necessary needs of the participants.



“Kitchen helper” training

The aim of this training is to train participants to become a Kitchen helper by giving them the knowledge and basic skills.

The objectives are:

- Facilitate the inclusion of people by proposing trainings adapted to the real needs of the job market.
- Enable them to gain basic knowledge of the different food items (fishes, meat, etc.).
- Develop awareness concerning food handling risks (hygiene, food safety, risks prevention).
- Know and use the technical skills for cutting and handling food in catering kitchens.
- Identify the main characteristics and ways of cooking the most usual food ingredients for preparing dishes.
- Gain a global vision on the production process in a catering kitchen.



Other training sessions

Further to the kitchen porter training, other sessions have been developed this year.

One of them was created for people with developmental disabilities, to improve their customer service and relationship abilities.

Group dynamics has been created during the training session through different role playing games. The participative approach adapted to this group appeared to be very efficient to gain the necessary skills and knowledge to improve customer relationship.

Key figures

- 9 partnerships
- 1,186 theoretical hours
- 600 practical hours
- 186 people trained

Moving forward

The purpose of this program is to evolve and include new training sessions to keep giving the opportunity to local communities to be trained and improve their development.

External recognitions

The participation of communities, foundations, schools and other stakeholders to this « Train to integrate » program enables them to create strong partnerships by training their members, improving their employability and facilitating their professional inclusion.



More information

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