



PROJECT FINAL REPORT

**NO NEETs - NEW OPPORTUNITIES FOR THE NOT IN EMPLOYMENT EDUCATION
OR TRAINING**

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**ERASMUS + KA 2 programme Cooperation for innovation and the
exchange of good Practices – Strategic Partnerships – VET**

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FOREWORD

The point of the NO NEETs Project is essentially to put a spotlight on experiences and innovative actions to address the issue of young people not engaged in Education, Employment or Training.

Being actively involved in our society is fundamental. Life prospects have become increasingly tough for young people and finding ways of improving their chances in a changing world is becoming more and more important. It's an exchange of skills, knowledge and experience that can benefit the giver as much as it does the receiver. Our partnership is strongly committed to ensuring an active inclusion of young people and in response to the issue have developed many ideas and initiatives. We trust that anyone and everyone can get involved and it doesn't matter how old you are and who you are.

It goes without saying that the first step in policymaking is to know what the real problem is. Before we can solve the NEETs problem we need to know exactly what the problem. This Report aims to share initiatives and to map good practices which are based on a deep understanding of the problem.

Our aim is to provide an informed basis to develop initiatives, interventions and policies to ensure that all the young people not engaged in Education, Employment or Training are involved effectively, their needs understood and addressed within a supported environment where they have the opportunity to reach the outcomes of a full integration within societies, economic and labour market.

There is no simple solution. But solutions undoubtedly involve challenges, strategic partnership and collaboration between public functions, institutions and services.

Prof. Riccardo Salomone

President of the Agenzia del Lavoro of the autonomous Province of Trento

INTRODUZIONE

Il progetto “NO NEETs - New Opportunities for the Not in Employment Education or Training” si è posto l’obiettivo di individuare e sperimentare, anche tramite lo scambio di buone pratiche nonché applicando la metodologia del Peer-Review, azioni, strumenti e metodologie per intercettare e trattare giovani, specialmente quelli che non sono occupati né stanno seguendo corsi di istruzione o formazione (NEET), con interventi di politica attiva, ovvero offrendo loro, attraverso la riattivazione e la produzione di apprendimento, concrete opportunità di fuoriuscita dal circolo vizioso dell’abbandono/esclusione.

In particolare con l’attuazione del progetto si è inteso valorizzare un efficace modello per la messa a punto di interventi attraverso il dialogo istituzionale e sociale multilaterale. Tale modello si concretizza in un insieme di pratiche e di strumenti per formulare delle “provocazioni”, destinate ad innovare i sistemi di intervento, regionali e nazionali. Questo anche mediante il “lancio” e il “consolidamento” di una dimensione di dialogo permanente fra attori che condividono degli strumenti di lavoro volti al mutuo apprendimento: necessariamente nella convinzione che fare “relazione”, pur nella salvaguardia delle specificità di ognuno, sia uno degli elementi costitutivi di un apprendimento continuo essenziale anche per le Istituzioni e per quelle pubbliche in particolare.

Hanno garantito il loro apporto in termini di approfondimento, studio, riflessione e condivisione un gruppo di validissimi Partner transnazionali, rappresentativi di diverse sensibilità e culture d’azione: Capofila: PROVINCIA AUTONOMA DI TRENTO (Italia).

Partner di progetto: ABU Akademie für Berufsförderung und Umschulung gGmbH (Germania) - AGENZIA PIEMONTE LAVORO (Italia) - NOTUS (Spagna) - TIRANTES (Olanda) - VICECONSEJERIA DE EMPLEO Y RELACIONES LABORALES (Spagna) - VUC STORSTRØM (Danimarca).

Partner associato: DIPARTIMENTO DELLA FORMAZIONE PROFESSIONALE DEL CANTON TICINO (Svizzera).

Come metodo di lavoro è stata valorizzata la metodologia della Peer-Review, utile alla definizione concertata di piste di lavoro e di sviluppo innovative nell’ambito di processi di “adattamento” dei sistemi di politica formativa e del lavoro a quelle che sono le esigenze di una società e di sistemi produttivi in rapida trasformazione, che rischiano di “perdere” delle risorse umane importanti e delle opportunità di coesione sociale irrinunciabili. Il metodo è stato sviluppato secondo un approccio ormai consolidato nelle progettazioni della Provincia autonoma di Trento.

Tutto ciò al fine di costituire le condizioni per poter beneficiare di un capitale umano quale fattore di effettiva competitività dei sistemi economici e di cittadini pienamente inclusi e progressivamente motore di sviluppo.

Il presente Rapporto Finale rappresenta il documento di sintesi degli esiti progettuali, sviluppati ed elaborati in ambito di partenariato e valorizzati secondo la metodologia della Peer-Review.

Nella prima parte si presenta la summary del progetto, sia in lingua inglese che italiana.

Nella seconda vengono schematizzate le best practices analizzate nel corso di ciascun

momento formativo, con i relativi punti di forza, debolezza, opportunità e limiti autopercepiti dal partner autore della medesima pratica e poi anche ipotizzati/discussi dai partner in corso di rilettura e confronto.

Elemento di maturazione del processo di apprendimento istituzionale sono poi presentate le *Linee guida*, le *Indicazioni operative* e le *Raccomandazioni*, strutturate in ragione degli incontri tra partner di progetto - Staff Training Event (STE) in cui sono state discusse e condivise.

Il Rapporto termina poi con la sintesi del processo di valutazione qualitativa percepito dai Partner.

Si consegna il rapporto prodotto agli stakeholders interessati dei diversi Paesi e Regioni partner, nonché alla comunità degli addetti ai lavori, sicuri che ne sapranno cogliere quegli opportuni elementi di innovazione e rafforzamento dei sistemi di politica di coesione.

Un grazie sentito ai Partner di progetto e ai colleghi del gruppo di lavoro provinciale per la collaborazione e l'impegno dimostrato in questi due anni di laboriosa attività.

Dott. Luciano Galetti

Direttore Ufficio risorse Unione Europea e sviluppo del lavoro

Agenzia del Lavoro della Provincia autonoma di Trento

COORDINATORE DI PROGETTO

INTRODUCTION

The NO NEETs project -"New Opportunities for the Not in Employment Education or Training" has been designed to identify and experiment actions, tools and methodologies to deal with the young people, especially those who are not in employment, education or training courses (NEETs), in order to offer them the chance to get reactivated and get out of the social exclusion circle.

The project was intended to enhance an effective model of exchange aimed at the development of interventions through institutional and social multilateral dialogue among a network of partner institutions. Such model has developed a set of practices and tools designed to innovate regional and national intervention systems. This has also involved the "launch" and the "consolidation" of permanent dialogue between the actors participating who have shared sets of work tools aimed at mutual learning. This project format has enhanced exchange among the partners as we believe that this is the constituent element of continuous learning, which is essential to the improvement of any Institution and the public ones in particular.

A choice of partner organizations have participated with in-depth analysis to the project, all with their own competences and action models. Lead Partner: PROVINCIA AUTONOMA DI TRENTO (Italy).

Project Partners: ABU Akademie für Berufsförderung und Umschulung gGmbH (Germany) - AGENZIA PIEMONTE LAVORO (Italy) - NOTUS (Spain) - TIRANTES (Netherlands) - VICECONSEJERIA DE EMPLEO Y RELACIONES LABORALES (Spain) - VUC STORSTRØM (Denmark).

Associate Partner: DIPARTIMENTO DELLA FORMAZIONE PROFESSIONALE DEL CANTON TICINO (Switzerland)

The Peer-Review methodology was used as it proves to be particularly useful for the common definition of innovative actions and for the development of pathways when it comes to modelling training processes and labour policy systems to the specific needs of a social and productive system undergoing rapid transformations as the risk is concrete to lose human capital and opportunities for social cohesion that should not be given away. The method had already been strongly consolidated through various projects of the Autonomous Province of Trento.

The ultimate goal is definitely to set the conditions to make human capital an element of effective competitiveness in the economic systems with progressively fully included citizens in the development engine.

The present Final Report is a collection of the project outcomes developed by the network of partners and enhanced through the Peer-Review methodology.

In the first pages, the project outline is presented, both in English and Italian.

In the second part, the best practices analyzed during each training event are outlined, with the strengths, weaknesses, opportunities and limitations perceived by the partner who had carried out the practice, and later discussed by the rest of the partnership.

In the following part, as a result of the institutional learning process, a set of operational Guidelines and Advice is presented, and structured following the project partner meetings - Staff Training Event (STE) - in which they were discussed and shared.

At the end of the Report, a summary of the qualitative assessment process perceived by the Partners is presented.

This Report is now delivered to the stakeholders of the various partner countries and regions, as well as to the community of experts, and we are confident that they will be able to grasp elements of innovation and strengthen the cohesion of their policy systems.

A heartfelt thanks to the project partners and colleagues of the work group of the Autonomous Province of Trento for the collaboration and commitment shown over these two years of laborious activity.

Dott. Luciano Galetti
Direttore Ufficio Risorse Unione Europea e sviluppo del lavoro
Agenzia del Lavoro della Provincia autonoma di Trento
PROJECT LEAD PARTNER & COORDINATOR

SOMMARIO DI PROGETTO (IT)

Pur nel generale miglioramento dei dati economici rispetto al 2013 permangono in Europa segnali che non possono che essere di perdurante inquietudine per quanto riguarda l'area del disagio giovanile e dell'inclusione sociale delle giovani generazioni. Il fenomeno della disoccupazione giovanile ha assunto in Europa una rilevanza economica e sociale senza precedenti negli ultimi 60 anni, tanto da essere collocato in primissimo piano nell'Agenda politica dell'UE. Particolare attenzione è riservata ai giovani NEETs, cioè ai soggetti dai 15 ai 29 anni che non lavorano e non stanno partecipando a un percorso formativo, scolastico o di tirocinio. Pur eterogenea la cosiddetta "generazione NEET" è composta per più del 50% da giovani inattivi. Il passaggio da tale stato a quelli dell'esclusione sociale, della privazione economica e della marginalizzazione permanente o di lunga durata è giudicato dagli osservatori dei fenomeni sociali semplice, quando non addirittura scontato.

Come rappresentato negli allegati al presente Form denominati "Albero degli obiettivi" e "Albero dei problemi", per affrontare la problematica risulta necessario individuare, testare e validare strategie e strumenti capaci di RIDARE FIDUCIA a questi giovani, verso le istituzioni, verso il mercato del lavoro e verso sé stessi consentendo loro di intercettare dei PROCESSI DI FORMAZIONE quale PRINCIPALE STRUMENTO per superare la loro condizione. Questi processi devono però essere costruiti tenendo conto dei gap e delle condizioni psico-sociali dei giovani da intercettare. Una volta riattivati e riavviati ad idonei percorsi di APPRENDIMENTO E RIAPPROPRIAZIONE DELLE COMPETENZE ESSENZIALI PER LA VITA E IL LAVORO, in cui sia forte l'attenzione al superamento di metodologie parascolastiche o di semplice inserimento in contesto lavorativo, questi giovani possono anche beneficiare con successo dei percorsi ordinari di Garanzia Giovani (altrimenti di fatto inaccessibili).

Un primo obiettivo del progetto è conseguentemente la definizione condivisa di strategie e strumenti:

1) per la RIATTIVAZIONE; 2) una volta maturata tale condizione, per il CONCRETO ACCESSO agli strumenti formativi, orientati non solo alla riappropriazione di competenze professionali ma anche per la vita e per la cittadinanza attiva.

A tal fine pare essenziale l'attivazione di un PARTENARIATO STRATEGICO con partner significativi di Paesi nei quali sono stati già sperimentati strumenti di RIATTIVAZIONE E RIMOTIVAZIONE/ACCOMPAGNAMENTO ALLA FORMAZIONE e di FORMAZIONE METODOLOGICAMENTE E CONTENUTISTICAMENTE MIRATA a soggetti vittime di DEMOTIVAZIONE e hanno mostrato elementi di UTILITA' (da valorizzare) ma anche delle CRITICITA' (opportunamente da evitare). Tali processi, però, hanno avuto spesso una caratterizzazione fortemente CONDIZIONATA dai contesti istituzionali e socio-culturali in cui sono stati avviati e condotti, tali profili devono ovviamente essere "sterilizzati" per consentire un opportuno processo di benchmarking.

Un secondo obiettivo del progetto NO NEETs resta quello di consentire la produzione di CONSAPEVOLEZZA e DI APPRENDIMENTO a favore degli STAKEHOLDERS DEI SISTEMI DI FORMAZIONE e LAVORO al fine di consentire la definizione condivisa di quelli che DEVONO ESSERE GLI APPROCCI DA ADOTTARE, QUELLE CHE SONO LE LINEE GUIDA DA SEGUIRE, in chiave di concreta per la riduzione dell'INTENSITA' E

DELLA DURATA del fenomeno dell'esclusione dal mercato del lavoro, dalla formazione e dalla vita attiva di numerose generazioni giovanili.

Il binomio APPRENDIMENTO ISTITUZIONALE / CONDIVISIONE DI STRUMENTI viene ricercato con una logica di peer review fra attori significativi e rappresentativi non solo dei diversi approcci al welfare, tipici delle diverse aree europee, ma che abbiano anche CONCRETAMENTE MATURATO delle esperienze che li collochino quali best in class per i vari ambiti di interesse.

I risultati conseguiti con il progetto saranno valorizzabili concretamente a livello di singoli sistemi (riduzione dei NEETs inattivi- SCORAGGIATI, riduzione dei TASSI NEETs, attivazione di canali SEMPLICI, FUNZIONALI ED EFFICACI DI TRANSIZIONE SCUOLALAVORO E PASSAGGIO DALLA CONDIZIONE GIOVANILE ALL'ADULTITA' con l'assunzione delle responsabilità sociali e demografiche connesse allo status) ed a livello europeo in piena sintonia con le indicazioni di Europa 2020, ET 2020 e delle connesse strategie per una crescita economica che riprenda ad essere anche maggiormente e pienamente INCLUSIVA.

PROJECT SUMMARY (ENG)

Youth unemployment has gained unprecedented economic and social relevance over the past 60 years so as to be placed at the heart of the European policy agenda.

More specifically, the NEET group, encompassing those young people aged from 15 to 29, not being involved in either employment, education or training, have been targeted as a main priority. Despite their wide heterogeneity, over 50% of the young people labelled under the term “NEET” are inactive. That means that these young people are not seeking a job, mainly because they are discouraged and unmotivated. In the literature, the transition from inactivity to social exclusion, economic deprivation and long-term if not permanent marginalisation is demonstrated as questionlessly simple, when not guaranteed. As these young people are not registered at job centres, they are excluded from training actions such as the Youth Guarantee.

To address this issue it is essential to firstly identify, test and validate suitable strategies and tools to BOOST these young people's SELF-CONFIDENCE AND RESTORE THEIR TRUST in institutions and in the labour market. For these targets to access TRAINING, to be regarded as the ESSENTIAL tool to overcome their condition, they are to first enter a REACTIVATION spiral. For reactivation to take place, these deprived targets shall access a set of appropriate tools and schemes that may take their social and psychological condition into consideration. The reactivation process should build on appropriate, non-conventional and non-scholastic based LEARNING AND TRAINING SCHEMES also aimed at REBUILDING these young people's BASIC LIFE SKILLS. Only then will they be ready to be successfully integrated into ordinary schemes, such as the Youth Guarantee.

In this framework, the project objectives build on the need to identify shared strategies and tools to initiate REACTIVATION and to PREPARE the NEETs to CONCRETELY ACCESS ordinary training schemes aimed at reinforcing not only professional but also life and active citizenship skills.

To meet these objectives which are demonstrated to reflect a European scale main concern, it proves fundamental to act within a STRATEGIC PARTNERSHIP.

To this regard, it is relevant to be noted that some European Member States have already tested and developed a set of REACTIVATION, REMOTIVATION, COACHING and TRAINING TOOLS SPECIFICALLY ADDRESSED to VULNERABLE young people.

Despite the bright sides, or the room for improvement, these tools and schemes currently prove to be INFLUENCED by the social, cultural and political environment they have been developed in. To raise them to a best practice level, they will need to be “decontaminated” so as to make them benchmarkable and assessable.

NO NEETs is ultimately aimed at RAISING AWARENESS and BUILDING CAPACITY among the STAKEHOLDERS of the TRAINING AND LABOUR SYSTEMS, and at developing a shared framework of GUIDELINES on the use of SCHEMES AND APPROACHES to reduce the QUANTITY AND THE LENGTH of the NEET status.

INSTITUTIONAL LEARNING AND EXCHANGE OF TOOLS will be tackled using the peer-reviewing method, the “peers” to be partner Organisations representing different European welfare schemes and having CONCRETELY DEVELOPED outstanding practices.

The project outcomes are expected to have an impact on system level, that is, in terms of reduction of the inactive NEETs rate, activation of SIMPLE AND EFFECTIVE SCHOOL-

TO-WORK AND YOUTH TO ADULTHOOD TRANSITION SCHEMES.

In line with the EU 2020, ET 2020 and all the strategies for an economic and fully INCLUSIVE growth, the guidelines deriving from this project will be disseminated at European level so as to be beneficial to all the other Member States.

THE CONSORTIUM

APPLICANT AND LEAD PARTNER:

THE AUTONOMOUS PROVINCE OF TRENTO

PARTICIPATING PARTNERS:

1. VUC Storstrøm -based in Nykøbing, DENMARK
2. ABU Akademie für Berufsförderung und Umschulung gGmbH - based in Berlin, GERMANY
3. TIRANTES GmbH – based in 's-Hertogenbosch, NEATHERLANDS
4. Agenzia Piemonte Lavoro – based in Turin, ITALY
5. NOTUS GmbH – based in Barcelona, SPAIN
6. Dirección General de Formación de la Consejería de Empleo y Economía de la Junta de Comunidades de Castilla-La Mancha, based in Toledo, SPAIN

CHOICE OF THE PARTNERS

The Partners of the proposed project have been identified on the basis of the following essential criteria:

- They have gained significant experience in planning, designing and implementing actions aimed at vulnerable or disadvantaged individuals;
- They belong to different European countries, they have carried out or participated in realizing public interventions/projects aimed at the promotion of social inclusion, the definition of teaching methods and instruments FOR YOUNG PEOPLE, in order to improve their competencies for work and for life, and to encourage employability;
- The partners belong to different geographical areas in terms of welfare approach, unemployment rate and approach to youth unemployment: Mediterranean, Central European and Scandinavian countries;
- The Partners can involve institutional stakeholders at local level so as to maximize the impact of the project results.

TIRANTES

BEST PRACTICE 1: TOM (Tailor made program)

Summary of the best practice

Municipality of 's-Hertogenbosch is in charge of TOM good practice. It is part of their policy in the field of Maatschappelijke Ontwikkelingen (development of society).

The coordinator of the project and the coaches are financed by the municipality.

Other department within the municipality which is involved is the department of Education, Labour market and Participation.

What does TOM? TOM targets young people helping them out finding their professional/educational path. Most of the beneficiaries/participants are school drop-outs. The role of the coordinator and that of the coaches is that to stimulate youngsters to finish school and achieve a diploma as second chance. The path results in a combination of a part-time job and educational services.

Everyone entering TOM has different background, profile, capabilities. For this reason all participants benefit from an individual program, that's why the project is called TOM (Traject op maat, in English a tailor-made program).

As a result some youngsters are helped by making the right career choice or the choice for the right further education. Some youngsters are trained by how to apply for a (new) job. Others get extra lessons in arithmetic or Dutch language.

This service is supported also by organisations like Maatschappelijk Werk (Social Work).

During the process TOM-coaches act as case manager, help the youngsters to find a learning job in order to practice and see if this will be the final choice to focus on. After successful ending the coach will follow the participant for another six months.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Personalised approach; • span of control; • passion – vision – action; • small building, small group size. 	<ul style="list-style-type: none"> • Measurement of success after leaving TOM; • Bureaucracy?.
Opportunities	Threats
<ul style="list-style-type: none"> • Economy is doing (very) well, that opens more jobs for TOM youngsters, easier access. 	<ul style="list-style-type: none"> • Budget on the long term, not really critical at this moment, but stay alert; • difficulty of measuring success can lead to budget instability.

Sustainability of the practice in the medium/long term perspective

There is a positive output from 90%, that is very high. Interesting is to discuss the interpretation of positive output. Next step to school, work and care are all defined as positive output. For only 10% of the TOM population it was not possible to help them. Of course, youngsters find their own way in the rest of their life. For some of the youngsters is known how they are doing afterwards, but it is rather difficult to follow them on the long

term. Return on investment is calculated on million euro, because after the TOM program half of the group is not dependent on social allowance anymore, now and in future.

Transferability of the best practice to other countries

The TOM method is clear, the competences of the staff are clear, housing conditions are clear, the budget is clear, the different costs are clear, the characteristics of the target group are clear, the policy of the municipality is clear, the needed network around TOM is clear. In other words: the whole TOM concept can be transferred to the participating countries in NO NEETS.

It depends on policy, laws, the available budget...

Most relevant comments by the partnership

- Approach "trust and reliability" leads to good results (20% dropout only);
- A sustainability risk on the long-term might be the public funding: political changes might lead to reduction of resources for the TOM infrastructure (e.g. high staff costs for civil servants);
- Lack of multidisciplinary team of intervention on the case (specialist psychologist, psychiatrist, neuropsychiatrist, educator, social worker);
- The TOM Model is characterized by an informal and creative approach, aspects that in our contexts tend to be more formal (housing community for minors);
- Need to overcome the mistrust of the people, which seems to be increasing towards public administration;
- The personalized and flexible service for users aged 16-23. It allows them to go to the center according to their needs, in flexible hours, voluntarily but always under supervision and follow-up;
- The target to which it refers it is almost exclusively composed of young people who suffered from abuses or addiction.

Key-words

- Job orientation - career guidance
- Early school-leaving / dropout
- Social work
- Reintegration to school or work
- Stakeholder cooperation

General comment

TOM has been appreciated by the partnership, this might be due to the capacity of TOM-coaches to follow and support young people in their re-activation through a personalized approach. Logistical characteristics such as the environment of TOM are also enhancing and pushing towards a good result of the approach. The fact that also after the definition of the path youngsters are followed, even if for a short period, is definitely positive.

On the other hand the BP has been perceived almost exclusively for a specific target group, i.e. abuses youngsters and addicted.

BEST PRACTICE 2: YOUTH APPROACH WEENERXL

Summary of the best practice

WeenerXL, Work and Income is an organization, which is part of the municipality of 's-Hertogenbosch. WeenerXL provides financial support (welfare payments) and helps people (ages between 18 and 65 years) find work, solve their financial, social and personal issues and motivate them through social activation and social participation.

For young unemployed people (aged 16 to 27 years) WeenerXL has formed a dedicated team of specialized work consultants/coaches. They help these young unemployed finding work, getting back to school or coordinating other issues (health, family, financial and/or personal circumstances).

Before these young clients can apply for benefits, they have a mandatory waiting period of 1 month, during which they have to look for work (apply for 25 jobs weekly) or make any effort to get back to school. Beneficiaries have to document their activities.

The work consultant offers extra monitoring during the 4-week waiting period. Clients are being informed what is expected of them (school or work), problems can be addressed and agreements are signed and documented. Clients are held responsible for their own actions, which is clearly communicated to them.

Once a client is on welfare (receives monthly payments), they are divided into 3 groups:

1. Coaching to work: for clients without personal problems.
2. Work or School in Sight: workshops, training and assistance for clients with small inhibitions or obstructions. Designed to get clients to work or school within a year.
3. Activate: guidance for clients with bigger medical, social, financial or psychological issues.

Each group receives both group training and individual sessions conducted by the work consultants. Group training consists of personal branding, job search, employee skills and how to interview. Individual sessions focus on the client's personal obstacles and progress.

The ultimate goal is to get beneficiaries to work or go back to school.

WeenerXL cooperates with third parties activating internships in different sectors such as: Career and Kids (for single, young mothers), Hotel De Soete Moeder (HO.RE.CA), Individual purchases (shop assistants).

Strengths	Weaknesses
<ul style="list-style-type: none"> In service training; broad offer; good cooperation with stakeholders. 	<ul style="list-style-type: none"> Multidisciplinary team has to build; processes are goal instead of a tool; sometimes laws conflict with daily reality.
Opportunities	Threats
<ul style="list-style-type: none"> Cooperation with schools; 	<ul style="list-style-type: none"> More complex target group,

<ul style="list-style-type: none"> • policy of priority for youth; • employment is growing; • employers themselves have to take initiative to fulfil their vacancies. 	therefore you have to invest more in professionalization.
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Sustainability of the practice in the medium/long term perspective

Youth approach (in the first years jongeren loket) already proved their quality and quantity during 6 years. It showed the added value in working this way. There are no indications that the local policy will change. Of course, methods/approaches can change because of new insights, but the financial basis is steady. Changes can take place for instance by ESF SITS project MOVE. Possibly a new Erasmus+ project will focus on new training methods.

Transferability of the best practice to other countries

The youth approach method has been made in 2013. During all the years the program has been adjusted, improved. The whole approach has been described, for the participating countries organizations in NO NEETS all information can be disseminated, this takes place in the transnational meeting at 22nd of march 2018 and also after the meeting in Netherlands you can be in contact with WeenerXL. It is an expensive approach, but it is paying back.

Most relevant comments by the partnership

- Life-coaching is an interesting and important approach. You are not able to work or educate yourself, if your daily-life is a mess;
- A closer cooperation between the different professions - phycologists, doctors, abuse consultants etc. possibility for the citizen to work and receive treatments at the same time;
- "no integration - no subsistance" concept might lead to social exclusion with negative consequences for society;
- definition of a personalized project (on welfare work and integration aspects) that takes place during a period of six months;
- applied metodology of the "total concept" that combines interventions on different aspects of activation maintenance;
- The restrictions to enter their program suppose that they do not work with certain groups. This increases the risk of social exclusion of these groups;
- Clear planning of all actions, following a clear methodology and protocol followed by all professionals in the center, giving importance to the times in the process;
- Importance of complying with the rules of the program to stay in and continue receiving economic aid.

Key-words

Job orientation/ career guidance
Early school leaving/drop-out
Social work
Reintegration to school or work
Stakeholder cooperation

General comment

The practice targets different subjects with varied backgrounds and problems. Nonetheless WeenerXI acts as an instrument for a personalized approach, which represents an investment of financial and human resources only after it has been proven that the personal project is solid and that the subject has developed traits of self-esteem and autonomy. The responsabilization process is vital for the future of the youngsters.



1. The partnership at the first JSTE in 's Hertogenbosch - 21-23/03/2018

ABU

BEST PRACTICE 3: ExAM – MobiPro Plus

Summary of the best practice

The presented “MobiPro Plus” Project of ABU gGmbH is the result of its long lasting experience in initial vocational training work with vulnerable groups of young people under risk of social exclusion and previous mobility experience with foreign VET students (internships):

- German and foreign adolescents facing problems of labour market integration because of difficult economic situation, crisis or other reasons mainly outside the person concerned;
- Young people with “starting problems” like poor school results or drop-outs from school or training, lack of motivation to learn etc.
- Young people in difficult social situations, like single parents, complicated social environment (family), depth problems etc.

The general objective of the initiative is to support young people suffering from continuing mass youth unemployment in some European countries and to open them a sustainable employment perspective in the common European labour market;

At the same time, it reacts to a growing demand of the German economy of skilled labour force and the readiness of enterprises to contract foreign apprentices with starting problems (language, culture, integration etc.) (win-win-effects).

A condition for this engagement is that ABU accompanies the training process and supports comprehensively both, the apprentices and the enterprises. The project is focused at vocational training in hotel and restaurant professions in the Berlin - Brandenburg region.

As a result of the Some want to go back home if the employment situation allows this or want to stay for another couple of years at “their” enterprises (job offers) or elsewhere. Some other want to continue their studies (university).

Strengths	Weaknesses
<ul style="list-style-type: none">• Know how and competences from several;• training cycles with lessons learnt and successfully applied;• close cooperation network with enterprises, VET school, job-center.	<ul style="list-style-type: none">• Differing interests of involved MobiPro-EU;• partners (language schools);• high risks for ABU (e.g. renting apartments for apprentices).
Opportunities	Threats
<ul style="list-style-type: none">• Chance for young people suffering from mass youth unemployment;• chance for enterprises to prepare needed skilled staff;• Independent of public model programme with limited duration.	<ul style="list-style-type: none">• Unsustainable financial basis in combination of various German/ foreign public and private sources;• sources for financing language courses abroad.

Sustainability of the practice in the medium/long term perspective

At the background of available results there is a growing readiness from enterprises to support this dual training model for foreign apprentices, especially in hospitality. The economic pressure to invest into the training of skilled staff will further increase and this will open new perspectives to the model. In the interest of sustainability of the initiative it would be, at the same time, desirable to support this private project by additional public funding, e.g. by an EU programme for long-term vocational training.

Transferability of the best practice to other countries

The External VET Management Model (ExAM) is open for young people from any EU country (single labour market). It is transferable to host countries with dual training systems or work based learning schemes with enterprise engagement.

Most relevant comments by the partnership

- The young people get an opportunity to educate themselves and get a job as a European citizen. The learned skills can be brought back to the homeland, and provide development there in shape of initiative, innovation and new thinking.
- As weakness the project is limited to the selection of the best candidates and / or more adaptable to the context.
- The fact of offering training opportunities and the possibility for learning foreign languages to young people who otherwise could not afford it.

Key-words

- Recruitment of applicants.
- Language training;
- Preparation for social and professional integration;
- Matching of training company and applicants;
- Autonomy;
- Labour market integration and preparation.

General comment

It is evident from this best practice that many young people can, through this best practice acquire a lot of knowledge, based and matured directly on the job, achieve a qualification and develop language skills (in the case of non-native speakers). This of course represents a measure which support the people in developing their abilities and their capability to be on labour market. The other side of the coin shows that most of the youngster, being foreigners, can be abducted from their homeland but at the same time, once they built their knowledge-base, can return to their countries.

This measure aims at independence of the people both economically and improving their self-esteem, hence their capacity to find solutions when needed.

BEST PRACTICE 4: SINGLE PARENTS – MARZAHN-HELLERSDORF

Summary of the best practice

The Single Parent Network Marzahn-Hellersdorf was initiated and launched in 2011. It was a reaction to the high number of single women and men living in the district and, above all, recipients of social benefits.

Marzahn-Hellersdorf has the highest proportion of teenage pregnancies in Berlin. These young mothers are firmly integrated in supportive structures. A major problem for single parents is compatibility of work or education and everyday life. It is often difficult for them to complete a vocational training and more than 50% do not have a vocational qualification. This has long-term effects on wage developments and opportunities to find a job. The challenge is to find good training opportunities, adapted to work and school hours with shortened or extended training periods.

Many single-parent women work in typical female occupations: retail, hairdressing, health care. Shift work is often part of the professional life and cannot be implemented due to the life situation. Many employers still refuse to take this into consideration and insist in fixed working hours. This makes it difficult to combine working hours and especially childcare. Dismissals and unemployment are often the consequence. In addition to a general deficit of kindergarden space, the care hours are not sufficient to shiftwork requirements.

For some years now already also in Berlin, the topic of housing comes increasingly into focus. The lack of affordable apartments has become a problem not only for single parents. The pressure to find new affordable housing after separation of parents often leads to extreme situations.

The Single Parents Network Marzahn-Hellersdorf exists since 2011. It's aim is to develop effective cooperation structures that can facilitate everyday's life of single parents and to support them in mastering their life competently and self-confidently.

For this aim, the network cooperates with the District Office (Bezirksamt) and individual departments in charge of youth, family, social affairs, equal opportunities officer etc., the Jobcenter Marzahn-Hellersdorf, Employment Centre (Agentur für Arbeit), educational institutions, women's and father's projects, business enterprises and associations, housing companies and others.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Innovative collaboration in the network • good personal relationship of staff of various departments, institutions, educational institutions, social projects; • innovative collaboration with companies • short ways of cooperation between institutions and network coordination; • possibility of quick response to assistance requests from single parents; • high political esteem at district level and Senate, strong external perception; 	<ul style="list-style-type: none"> • High expenditure on public relations with insufficient financial resources; • long-term motivation of the members and cooperation partners, as no financial or other compensation can be provided; • network coordination by one part-time person only; • limited possibilities to accompany single parents individually; • single parents do not always respond to offers as requested, despite their needs.

<ul style="list-style-type: none"> • high level of awareness throughout Berlin; • low access barriers for single parents; • close contact with the target group. 	
Opportunities	Threats
<ul style="list-style-type: none"> • Improved collaboration at different levels; • merging of different competences; • use of resources: short ways of processing and collaboration; • job and Training Tours: Opportunities for employers for staff acquisition, access to companies, occupations, etc; • single parents: social contacts, support, access to work, training, access to information, knowledge transfer. 	<ul style="list-style-type: none"> • No long-term planning because of annual budget cycles; • insufficient financial resources for staff and material expenses.

Sustainability of the practice in the medium/long term perspective

A medium term planning and financial security would allow the network to work on longer perspectives: As a consequence of short project cycles it is difficult to maintain well functioning structures or to establish new ones in such a way that newly arising challenges can be answered during an eligibility period of one to two years. It allows long-term thinking and working only in the beginning.

A long-term approach would be desirable also from the point of view of the number of single parents in the district, as their reduction is not in sight.

Transferability of the best practice to other countries

In a transnational perspective, ideas, activities and approaches will be exciting and could be a basis for own developments. But an effective transfer and adaptation to other countries has to consider own conditions and demands for an effective support of single parents.

Most relevant comments by the partnership

- A holistic approach through the close network with relevant partners at all levels e.g. departments, institutions, municipality etc.
- As a pitfall the whole success of the project depends on just one person. This rises the question of continuity.
- The face to face between the participants and the entrepreneurs who interact in an informal context.

Key-words

Social sustainability

Work-life balance

Support services

Development of autonomy and self-confidence

General comment

This is a good measure to tackle poverty, social and labour exclusion of a well defined target (single young parents). The structure itself of a network where formal and informal relations cross defines the success of the practice.



2. Meeting organized by ABU - BERLIN - SECOND JSTE - 22-24/05/2018

NOTUS

BEST PRACTICE 5: CASALS DELS INFANTS – Generating opportunities for young people

Summary of the best practice

The Casal dels Infants is a social and civic organisation. In 1983 a group of neighbours and people linked to the Raval neighbourhood decided to take action to reverse the situation of vulnerability that many children lived in.

Nowadays, The Casal is working in Catalan neighbourhoods that concentrate situations of exclusion and inequality, where high rates of children population exist. They work next to the children and young people who present greater difficulties, so that they have the maximum opportunities. With education and training, they guarantee the tools and the necessary support to socially disadvantaged people.

The Casal accompanies children, young people and their families in the joint construction of spaces of trust in which they find the continued support they need to be able to take full advantage of their educational opportunities and personal growth.

Pillars of “The Casal” for young people:

- 1) it provides a scholarship program. The program is aimed at young people who want to continue studying but lack the economic resources. Youngsters has to have motivation and a minimum level to continue their studies. In addition to the scholarship it is provided a learning support.
- 2) They have a work access network. Casal offers firms training opportunities or a first job to those young people who have a low training profile and live in disadvantaged social. In this way they boost their skills and push them to develop autonomy.
- 3) Third the Casal has a support program for young people alone. When the work fails and there is no social network of reference. The program’s participants are young people who drag hard experiences and have, in many moments, been forced to live on the street. The program supports and accompanies young people, who are alone, without a family or social network, in their emancipation process. The program works on the guidance and psychology support, training opportunities, access to labour opportunities through the work access network, leisure activities with voluntaries and offers housing.

Strengths	Weaknesses
<ul style="list-style-type: none">• The support to young people from childhood to adulthood that they give them;• the involvement and work of volunteers;• the long trajectory that the organization has;• the involvement of companies in training;• the group work they do with young people;	<ul style="list-style-type: none">• Training programs based on the hospitality sector that presents some job insecurity;• the economic dependence on 2 organizations (La Caixa Social Work and Ministry of Employment and Social Security).

<ul style="list-style-type: none"> • the relational network that young people; • develop among them, staff and volunteers; • the network to help young people get a job. 	
Opportunities	Threats
<ul style="list-style-type: none"> • The Casal's financial department and the search for new funds to develop new programs or expand its activity; • the context of economic improvement and the creation of jobs are generating more opportunities to get a job; • the municipal will to improve work for young people (PQYE); • the participation of the entities in the design and monitoring of the annual action plans of the employment promotion plans; • the commitment of the social economy of the municipality; • the increase of Corporate Social Responsibility policies in companies. 	<ul style="list-style-type: none"> • The competition for young people generated by the Youth Guarantee programs in the training; • the economic dependence of some projects on public programs that may lead to a reduction of the staff; • the possible lack of volunteers in the future.

Sustainability of the practice in the medium/long term perspective

It is a consolidated organization which is 35 years old. Casal's organisation has an interesting aspect to strengthen its sustainability, the presence of a department in charge of seeking financing opportunities (both public and private funds). This aspect should take into account more social organizations because the major part of them focus their financing in some public funds or programs.

Transferability of the best practice to other countries

The Casal's methodology approach is transferable to other countries. It is a methodology focused on the intervention at a local level, at neighbourhoods with social deficits (poverty, inequality and lack of social networks), and working in a network with other local stakeholders (companies, social organisations and social service from municipalities).

Most relevant comments by the partnership

- Step by step build up the right direction in life, first courses/education, then job. The failures from school need to be build up again – that is the purpose of Casal dels infants work.

- The initiative is an answer to the present situation of the very high youth unemployment in the country. Despite probably insufficient preparation, it opens to a big number of young people an opportunity to be employed, activated and socially integrated. Otherwise, there would be a high risk of deep demotivation of the young generation, quick loss of social competences or even juvenile delinquency.

- There is a risk that motivated young people are contracted by enterprises for being misused as "cheap workforce" for a period of time and replaced afterwards by a next flow of young people. Enthusiastic and engaged young people could end in frustration and demotivation with negative results for the society.
- If you do not work for closer integration with public bodies (Training Services and Job Services) you risk misalignment or poor coordination of projects

Key-words

- Social inclusion
- Personal development
- Skills development
- Psychological support.

General comment

Casal is a great chance mostly for people who live in the outskirts of cities or in poor and difficult environments. It represents a measure and a tool for youngster who are strongly marginalized and did not achieve formal education or introduction into labour market. This measure gives them the opportunity to develop self-confidence and autonomy in order to have a decent life with better perspectives for their future.

BEST PRACTICE 6: FORMACIÓ I TREBALL – Labour itineraries and New Opportunities

Summary of the best practice

The main mission of the entity “FiT” is the training and employment of people with special individual and socio-labour difficulties to access the labour market. To achieve this mission, it has a training offer and makes economic activities which the entity manages in order to promote the labour market insertion.

Among the main objectives of the entity are:

- Encouraging the labour insertion of the users served;
- Promoting the services offered by the insertion company as the best tool for social inclusion;
- Creating new activity lines to generate employment;
- Improving the processes of accompaniment of users;
- Promoting the Programa d'Entrega Social (Social Delivery Program).

In order to respond to these objectives and to the challenges posed by the training and employment of people at risk or situation of social exclusion, the Foundation has created a structure composed of various organizations which are:

1. Formació i Treball Insertion Enterprise, created with the aim of achieving the employment of people at risk of exclusion from the making of economic activities.
2. IFIL (Institut de Formació per a la Inserció Laboral). Entity constituted by Fundació in 2011. This was designed to develop professional training programs for the employment, as well as offering a catalogue of professional training compatible with current necessities of the labour market.
3. Roba Amiga Insertion Enterprise with the aim of promoting the creation of jobs and make the treatment of used clothes more efficient.
4. Amiga ETT Social. Entity created to favour the labour insertion of the collectives at risk of exclusion that attend the entities of the Third Sector. The purpose is to contract, provide selection services, training and technical assistance in human resources.

The starting point of the program is to get the youngster to discover his true interests and possibilities. Let them feel that they control their lives and that they regain self-esteem and self-confidence. Once the youngsters have defined their life project, the program helps them find the studies they should do according to the case or put them in contact with companies that guide them on how their selection processes are. In addition to technical knowledge, the program is also oriented to the social skills needed in every job, such as punctuality, commitment or teamwork, and the youngsters are taught how to properly perform in a job interview. Once the youngsters begin to walk their path, they have a personal tutor with whom they meet periodically to receive support. Subsequently, the program's output is progressively made to ensure that the youngster maintain their motivation and commitment.

Strengths	Weaknesses
<ul style="list-style-type: none">• -Joint and complementary work with other entities;	<ul style="list-style-type: none">• Monitoring the success after leaving FiT in terms of the quality of

<ul style="list-style-type: none"> • realization of Work Itineraries; • financial sustainability from the activity itself; • training through practical experience that allows you to quickly find work; • training applied to the needs of the labour market; • the generation of jobs among groups of difficult employability; • the search for the hidden CV of the persons to motivate them; • -the social impact achieved. 	<ul style="list-style-type: none"> • employments; • Training programs without certificates.
Opportunities	Threats
<ul style="list-style-type: none"> • The improvement of the economy; • the commitment of the social economy of the municipality and the favourable context for social economy initiatives in the city; • the collaboration with the University Campus; • the increase of Corporate Social Responsibility policies in companies. 	<ul style="list-style-type: none"> • Certain job insecurity of HORECA sector; • the lack of certification of training may minds the participants access to job precarious.

Sustainability of the practice in the medium/long term perspective

The organization has a model based on carrying out activities that are economically sustainable.

When one of these activities becomes not sustainable, they change it for a new one. In this way, their ability to adapt to external changes and focus of their activity on self-financing with low dependence on external financing (public or private) ensure their sustainability in the medium/long term.

Transferability of the best practice to other countries

The FiT's methodology based on practical training and labour insertion of vulnerable groups is perfectly transferable to other countries. As it has been seen, it can be applied in different target groups (youth people, immigrants, ex-officio, homeless). It is important to develop it in collaboration with organisations that work with the social problems that these groups present. In addition, the activity is economically self-financing, so only it is needed an initial finance to start the activity. However, the legislation on the social and solidarity economy that exists in each country should also be taken into account.

Most relevant comments by the partnership

- Ability to increase the social responsibility of companies or in any case to identify converging interests, in a logic of fighting discomfort.
- The project includes the design of labor itineraries and training orientated to the real needs of job opportunities in the territory. This kind of training is very practical.

- Although the training Programmes offered are not intended to obtain an official certificate and as a consequence when the people join up the labor market the salaries are lower, in many cases this kind of training means a first step to go back to the educational system.

- Strong link to the community, to the local firms, to CARITAS, to possible employees. FIT acts as a pass-partout to possible employment opportunities. The name helps as represents a guarantee.

Key-words

Job orientation

Social employment agency to organizations from the Third Sector

New opportunities to young people with lower education and/or unemployed

Labour inclusion of people at risk poverty situation, ex-officers and former drug-addict

Immigrant and homeless inclusion

Social work

General comment

FIT plays a great role for NEETs. It provides a strong network of companies where to be employed and it represents a first job education. Its main role is to give faith and self-confidence in youngsters. This is a starting point from where the NEETs awake and activate themselves building tools for being autonomous in the real world.



BARCELONA - THIRD JSTE - 20-22/06/2018

AGENZIA PIEMONTE LAVORO

BEST PRACTICE 7: JOB ORIENTATION

Summary of the best practice

Agenzia Piemonte Lavoro, as specified above, provides services for job seekers and young people facing problems in professional area.

One of the main targets is represented by young people, due to the large unemployment rate in Italy; they need to be involved in paths that could link them with labour market.

General objectives of the good practice

ASYLUM SEEKERS:

Collecting information about their personal data, their studies and work experiences in origin countries. The service tries to urge the beneficiaries about the importance to master Italian language to increase their employability and helps them in becoming autonomous while searching for a job in Italy.

STAKEHOLDERS COOPERATION:

Sharing information and good practices, creating a common design for a greater accessibility to all services. Complementarities between the services and of shared actions based on target needs.

INCLUSION INCOME:

The project involves all the components of the household. It identifies the supports needed by the family, their commitment to carry out specific activities, such as activation for job search, school attendance, health protection, frequency of literacy courses, etc.

EURODESK:

Eurodesk raises awareness on learning and job mobility opportunities and encourages young people to become active citizens and to live non-formal education experiences.

NEETs GUIDANCE: Plan for inclusion of people (young) at risk of social exclusion: It's an intervention in the context of a network project involving various subjects in a state of marginality, with a specific focus on young NEET.

Strengths	Weaknesses
<ul style="list-style-type: none">Professionalism of the operators who carry out specific actions dedicated to young people thanks to a significant experience in the field of services for the job and with the young target.	<ul style="list-style-type: none">Lack of uniformity of services on the Regional territory.
Opportunities	Threats
<ul style="list-style-type: none">Interventions on a target very often characterized by elements of weakness at risk of exclusion.	<ul style="list-style-type: none">Risk of not being able to maintain the level of service, with a view to continuous improvement, due to the lack of operators and a widening of tasks and tasks with other priorities.

Sustainability of the practice in the medium/long term perspective

The sustainability of the good practice is guaranteed as they are services provided from CPI to job-seekers. Attention to young people made possible targeted interventions built specifically on the target, considering sustainability both with respect to operators and financial resources. Being services and not projects, the interventions are of a continuative nature.

Transferability of the best practice to other countries

The transferability of the good practice needs a complex organization, with a strong territorial value and in the context of a strong network context. Other interventions are strictly connected to the application of national regulations and derive from solicitation and the presence of specific local and regional conditions. When concerning Eurodesk, the good practice presents characteristics that can be more transferable in other national contexts.

Most relevant comments by the partnership

-Agenzia Piemonte Lavoro offers a broad portfolio of services aimed at different target groups and taking into account their characteristics.
-Non-uniformity in the territory of the service portfolio also causes inequalities in the distribution of public resources. There is a risk of making chronic groups of poverty and marginalization in some areas of the territory.

Key-words

- Social inclusion
- Context framed best practices
- Varied and personalized approach

General comment

In this best practice the partnership managed to experience a variety of services which captures the territorial context of Piedmont region. The partnership had the chance to experience how a local public employment service is organized. It has traits and characteristics which varies from region to region and also locally. Agenzia Piemonte Lavoro has developed a corollary of interventions which address both social and labour inclusion.

BEST PRACTICE 8: IoLavoro

Summary of the best practice

IOLAVORO is a service/event of the Agenzia Piemonte Lavoro, created in collaboration with the Piedmont Region, the CPI network, the Eures Service and the other subjects taking part in the fair (Private Employment agencies, Training agencies, INPS, Chamber of Commerce, Anpal Servizi- National Agency).

IOLAVORO is an event dedicated to the matching between job demand and supply. Founded in 2005 with the aim of recruiting staff for the organization of the Turin 2006 Olympic Winter Games, IOLAVORO established itself over the years as a successful experience, becoming on the one hand an important opportunity to support and encourage young and old in the orientation and entry/re-entry into the labor market, both nationally and internationally; on the other, a showcase for companies to present their vacancies and to meet and select multiple candidates at the same time and in the same place. With the success of 20 major editions, held every 6 months, and of 15 territorial editions, IOLAVORO can define itself as the biggest Italian job fair. At IOLAVORO, companies and employment agencies will be able to choose whether to participate by presiding over an interview post in which to meet candidates individually and carry out real job interviews, or to present their job offers to a wider audience through elevator pitch. Participation is open to all companies; the only requirement is the actual search for personnel. In the Institutional Area, public and private bodies provide information about work, training and self-employment opportunities. In addition, IOLAVORO offers the chance to fill a busy schedule of workshops and seminars related to the topics of active job search, training, guidance, self-entrepreneurship. Finally, there is the Career Orientation Area WorldSkills Piemonte, an area dedicated to institutions and training institutions operating in the area. Participation allows the promotion of its training offer through workshops and demonstrations by trade conducted by students and teachers from the realities involved and based on the WorldSkills International format.

Strengths	Weaknesses
<ul style="list-style-type: none">• Consolidated moment of meeting, supply and demand for work and reflection on the labour market, training and orientation;• The presence of qualified operators from other EU countries to facilitate information exchange and international mobility.	<ul style="list-style-type: none">• Having to limit the duration and local editions based on limited resources.
Opportunities	Threats
<ul style="list-style-type: none">• Great diffusion in the Piedmont Region with the involvement of the municipalities and other actors at territorial level;• Creating strong relationships and national and international exchanges.	<ul style="list-style-type: none">• Lack of resources necessary for the organization of events according to a different political choice;

Sustainability of the practice in the medium/long term perspective

Sustainability is given by the presence of adequate financial resources, mainly concerning the Turin editions, suitable spaces and professionalism able to organize complex events, with relational skills and knowledge of the labour market and training and guidance.

Transferability of the best practice to other countries

A Job Fair on the IOLAVORO model has characteristics of good transferability. The determining factor is the relationship with local companies and the system of vocational training, education and public institutions in terms of work.

Most relevant comments by the partnership

- Providing young people with knowledge about the labour market and giving them initial knowledge about recruitment processes.
- The presence European countries stands explaining how to go to work and also offering job opportunities.
- The event is not only a meeting point between companies and jobseekers, but also serves as a framework for workshops and seminars related to the topics of active job search, training, guidance and self-employment.
- Preventing the NEETs phenomenon by showing young people that there exist more practical opportunities to match their formal training.
- A big opportunity is involving a broader range of schools in the visit of IO LAVORO. This can narrow the gap between education and labour.

Key-words

- Job socialization
- VET education
- First Job-experiences

General comment

The trade fair socializes young people to the job world and to professional opportunities. In this venue the partnership had the opportunity to get closer to an effective and direct measure of tackling the problem of young unemployment. This kind of activity manages to involve young people with a direct and simple communication channel.



TURIN – VISIT AT IOLAVORO JOB FAIR- FOURTH JSTE - 23-25/10/2018

UFFICIO FORMAZIONE CONTINUA – CANTON TICINO

BEST PRACTICE 9: SOSTARE

Summary of the best practice

SOS Ticino, active in the Canton of Ticino since 1984 (in Switzerland since 1936), is a non-profit humanitarian organization that works with projects for the unemployed, migrants and the less well-off throughout the cantonal and national territory. With the creation of Sostare Sagl, the association had the aim of expanding its capacity for intervention through a social enterprise able to combine economic and commercial activities with a social and integration purpose.

The main objectives of Sostare social enterprise are:

- fostering social and professional integration of young people and adults who are unemployed;
- offering hospitality to customers with restaurant and bar, pursuing the social goal of promoting opportunities for social and work integration for people in need.

Sostare social enterprise manages the “Casa del Popolo” Restaurant in Bellinzona, where the various programs and courses proposed by Sostare are held.

The specificity of Sostare consists in managing a real restaurant in the general market. Users are placed in a social integration company (WISE) which provides adequate protections/supports and activities/training that respect the needs of the programmes' participants.

Currently, four are the proposed and implemented projects:

- Measures of social and professional integration for people eligible of welfare services with two different paths (social integration - socio-professional integration). In this context, programs for the recovery of basic skills aimed at young adults will be developed and proposed;
- Vocational training programme for young people with education and/or social difficulties reported by the Canton of Ticino Transition Institutes;
- Ristor'Apprendo; Preliminary integration programme (pre-traineeship) for young refugees who have recently arrived in Switzerland;
- In-Formazione; apprenticeship programme with social support and learning support.

Sostare company is a non-profit organization and is managed according to the principles of a social works organization.

Strengths	Weaknesses
<ul style="list-style-type: none">• Combination of social objectives with an economic-commercial activity on the ordinary market;• to train or retrain to work in a place that is active in the ordinary labour market (training applied to the needs of the labour market) which, however, provides vocational activities and	<ul style="list-style-type: none">• The variables of the commercial business activities and partially also those concerning the financing of social/vocational programmes, which make planning difficult;• maintaining a balance between the commercial and social aspects requires continuous supervision;

<p>training adequate and respectful of the needs of the participants;</p> <ul style="list-style-type: none"> • individualized programmes based on the participant's situation (global approach); • Vocational training at work combined with education (recovery of basic skills, improvement of language skills, acquisition of work skills, etc.); • good placement rate of participants in the labour market and/or vocational training; • The creation of jobs for people difficult to place. 	<ul style="list-style-type: none"> • the guidance of users at the end of the programmes and a coaching in the new workplace/training should be guaranteed / strengthened.
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> • Positive model for the private economy; • promoting corporate social responsibility; • collaboration with private companies from partners operating in the same market and therefore recognizing the difficulties and needs in terms of personnel (reliability and quality label in preparation and training). 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> • The (high) demands of the labor market; • a certain «competitiveness» between the sectors / laws in the placement sector; • lack of jobs for unqualified people.

Sustainability of the practice in the medium/long term perspective

Sostare social enterprise is a relatively innovative model in the Canton of Ticino. Sustainability is given by the flexibility that is guaranteed both by the commercial and the social/training departments of the company. Flexibility and modular work allow the company to have a good endurance and to adapt quickly and rapidly to needs and changes.

Transferability of the best practice to other countries

The experience of the social enterprise is certainly transferable to other realities and in fact there are already similar realities. The main important aspects are: being an organization/company active in the ordinary labour market; maintaining a good balance between commercial and social activity; the integration of vocational training and education aimed at the participants' needs and the integration of the participants in a "regular" workplace in which they can actually use their skills.

Most relevant comments by the partnership

- The involvement of other policies such as social policies in conjunction with employment policies.
- Project concentrated only on the catering sector/restaurant , may represent a weak point compared to the specific area of activity (which does not consider others, even from a training point of view).

- The holistic approach SOSTARE has which is based on the personal situation of the individual and providing them with the tools they need (language, professional training, education at basic levels ...).

The project combines the start-up of a successful commercial activity in the ordinary market (a restaurant) with the implementation of measures and services aimed at the social and labor integration of vulnerable groups of people.

Key-words

- Measures of social and professional
- Vocational training programme for young people
- Traineeship programme with social and education support

General comment

The challenge and the main objective of Sostare social enterprise is to combine an economic and commercial business, which must be able to carry out the basic activities envisaged in the ordinary catering market, with the social activity of support and socio-professional integration for people in disadvantaged positions and excluded from the labour market.

BEST PRACTICE 10: IL GABBIANO

Summary of the best practice

Il Gabbiano Foundation deals with underage children (15-18 years) and young adults (18-30 years) with social difficulties and with the aim of helping them in their socio-professional reintegration.

The projects are active throughout the Ticino area:

- Ithaka in Bellinzona, center for minors.
- Midada in Locarno and Macondo in Chiasso, socio-professional reintegration for young adults.
- Muovi-ti in the whole region of Locarno, MacoBar in Chiasso and Mezzanin in Belerna, are three social enterprises that deal with young people aged 18-30.

In the various regions, the Foundation has developed a network, with the aim of finding practical solutions for the reintegration of young people with significant personal difficulties, to create work integration in the long term.

General objectives of the good practice The Foundation has experienced a period of transition and deep change between 2005 and 2015.

From a “traditional” rehabilitation centre for people with addiction problems (especially heavy drugs), it has become a foundation that works for prevention. It has developed a concept of socio-professional reintegration with a multidisciplinary assistance service, integrating all the necessary professional figures: educator, psychologist, socio-professional teacher (worker), operator at work, employer and a coaching activity. The Midada project, funded in 2010 in the Locarno region, led to the creation of Macondo in the Chiasso region. They have become a model in Ticino and have led to the implementation of other projects of social enterprises in the regions: Muovi-Ti, a bikesharing project, MacoBar, management of the bar of the elderly home in Chiasso.

The ultimate goal of the projects is finding a training course and maintaining a job, in order to become independent from social welfare and ensure a complete reintegration into society.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Full assistance; • excellent employment rate; • Success in the final placement; • differentiated financing and participation of all national and private actors. 	<ul style="list-style-type: none"> • Reports still complicated; • coaching is too short; • funding and legal framework not existing.
Opportunities	Threats
<ul style="list-style-type: none"> • Innovative project; • full assistance; • changing the model partly, inclusion of related social enterprises. 	<ul style="list-style-type: none"> • The government no longer wants to invest; • the model does not evolve.

Sustainability of the practice in the medium/long term perspective

The model is functional and recognized by the various partners and the assistance is innovative.

The Parliament of the Canton of Ticino has included in its programs additional forms of funding for young adults in difficulty and therefore the model seems to be of interest.

It will be important that the network shall intervene with young people between 15 and 18 years to ensure support for families and young people under age. A new definition of the model or similar models for the entire 15/30 age range is certainly important to ensure a more extensive outcome.

Vocational training must become a priority for the whole range and could really become an important asset for the country.

Transferability of the best practice to other countries

The model is not closed and can be reproduced in any country if it guarantees a complete and differentiated assistance, a holistic assistance.

Most relevant comments by the partnership

- The project offers young people with problems in society a multidisciplinary assistance service that ultimately seeks their socio-professional reintegration.
- The coaching ends after the period of intake and most importantly after a first selection just 1/3 get into the “structure”. Hence the selection looks a bit too tight and exclusive.
- The coaching that the Foundation gives to people after going through the program. This coaching allows to solve problems that people may have during their work experience.

Key-words

Job-socialization

Integrated approaches

Re-activation/Activation

General comment

Il Gabbiano has developed a concept of socio-professional reintegration of youngsters with a multidisciplinary assistance service, integrating all the necessary professional figures: educator, psychologist, socio-professional teacher (worker), operator at work, employer and a coaching activity.

CONSEJERIA DE EMPLEO Y RELACIONES LABORALES DE CASTILLA LA MANCHA

BEST PRACTICE 11: INCLUSIVE ENTREPRENEURSHIP CECAP GROUP.

Summary of the best practice

The CECAP Group is an organization represented by different non-profit social suborganizations established in 2006. This body of suborganizations has been consolidated as a reference in the integral attention of people who have difficulty accessing the framework of fundamental rights, such as people with specificity (functional diversity).

This model has the support of the Government of Castilla-La Mancha through its Ministry of Social Welfare and the European Social Fund, justified by the criteria of quality, effectiveness and efficiency that characterize our management.

We have put in place an innovative and different model of care and support for people in situations of social vulnerability, trying to eliminate the prejudices that exist behind labels such as 'disability'.

In order to achieve this, we have opted for a change of methodology based on the concept of specificity, which analyzes and evaluates the capabilities, strengths and weaknesses of our participants, regardless of diagnosis. With a single goal, to find a response to the demands and the personal projects that each of our participants arise in life.

In addition to the CECAP Training Service, the CECAP Social Entities Group, also involve a Special Employment Center (Futurvalía), a Youth Services Provider (CECAP Joven) and the CIEES Foundation. Through their actions these entities are of social interest and high added value oriented to the research and diffusion of the methodology of work around the specificity.

The CECAP Group has thirty professionals and it serves to more than 200 people with specificities. These professionals support the members in their individual processes of rights-recovery: such as living independently, equal access to quality education, right to work and the right of equal access to community resources.

Strengths	Weaknesses
<ul style="list-style-type: none">• Own methodological model;• operational independence;• organizational structure;• own technological tools;• efficient and sound management;• human capital involved in the project;• confidence of the participants and their families;• institutional consolidation;• experience in the third sector;• important stakeholders;• institutional credibility;• participants' and families' satisfaction.	<ul style="list-style-type: none">• Weakness in obtaining our own financing resources;• dependence of third parties in the generation of actions or projects;• budget profitability;• limited human resources.

Opportunities	Threats
<ul style="list-style-type: none"> • Increase financial independence; • methodological development by areas; • development of the knowledge framework; • external counseling. cooperation projects; • expansion of the methodological model; • replicate training services; • vocational training; • value-added service lines; • management plan by areas; • publications of interest; • technological innovation and accessibility projects; • corporative volunteering. 	<ul style="list-style-type: none"> • Atomization of the third sector; • financial dependence; • no brand image; • absence of efficiency criteria; • no competition in the third sector; • political model vs technical model; • advance third sector organizations; • government uncertainty; • no visibility differentiating value CECAP; • absence of a defined social model; • absence of collaboration between entities of the third sector.

Sustainability of the practice in the medium/long term perspective

Social Business Factory is a tool that has all the guarantees of sustainability and traceability in the medium and long term future. Sustained in values of collaboration, shared value and socialization of knowledge, it is nourished by the alliances and experiences shared by the partner that actively participate in the implementation of the different actions that are part of this initiative.

The forecast for the year 2019 is more than interesting, the birth of three new companies in Castilla-La Mancha, led by people with disabilities and / or at risk of social exclusion. In addition to two new projects in the Extremadura region, and the beginning of SBF Andalucía.

In the financial framework we continue to count on the inestimable support of our Regional Government, which collaboration is fundamental in the consolidation of this Project. At the same time, we have Foundation CIEES, as an instrument to attract private financing, through companies such as SOLISS or Foundation Universia, among others.

Transferability of the best practice to other countries

During 2018, a Turkish-European operational alliance was created between the CIEES Foundation (SBF) and Karma, a Turkish social entity which aims at supporting mainly Syrian refugee women. In addition, a collaboration agreement has been signed with Bilgi University, with offices in several European countries. This strategy is enabling the CIEES Foundation, as the project leader, to position this training path towards entrepreneurship, called the Social Business Factory, in other European countries.

At the same time, it is part of the CIVIL SOCIETY EXCHANGE project led by the MITOST entity.

Most relevant comments by the partnership

High level of diagnosis of capabilities, strengths and weaknesses of the participants.

Socialization of knowledge and socialization among the people to push them to develop their self-entrepreneurship.

There is for sure a big attention to people marginalized by society or people who do not find possibility to enter into labour market due to their disability.

Key-words

Development-oriented policies

Achieve full and productive employment and decent work for all women and men, including young people and people with disabilities

Reduce the proportion of NEET

Reduce inequality in and between countries

Promote the social, economic and political inclusion of all people.

General comment

Main purpose of the practice is favouring the access to the labor market for the most vulnerable groups. In order to do that, socially inclusive businesses are promoted. This happens in a sustainable and committed environment, ensuring that these activities have the maximum support of their social network (families, institutions, entities ...).

BEST PRACTICE 12: RETURN OF TALENT

Summary of the best practice

The program is developed within the Regional Ministry of Economy, Business and Employment of the Regional Administration of Castilla-La Mancha.

The coordination of the program is carried out through the intermediation service of the Regional Ministry, responsible for the network of employment offices in the region, from where the labor guidance service aimed at the young migrant (labor mediators) becomes effective.

The total number of regional officers dedicated to this policy is:

-8 technicians within the Central Services to coordinate the program with the following functions (assignment of mediators, prospection with companies, management and payment of financial aid).

-34 mediators in the network of employment offices of Castilla-La Mancha.

As a strategic partner, we have been working since the beginning of the program with the non-profit association "VOLVEMOS" (<https://volvemos.org>) composed of three returned emigrants and with the social purpose of contributing to propitiate the ideal scenario in Spain for the return of the emigrants as well as accompany individualized processes of return, applying their accumulated experience.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Possibility of recovering the talent formed in the territory with the skills and the acquired knowledge abroad; • positive impact on the productive fabric; • innovative character that motivates the team; • very motivated network of counselors; • implementation of the measure in the EURES network; • staff of highly trained counselors; • incorporation of new technologies into the network of employment offices that improve territorial cohesion; • affective aspect with respect to the population: families are the main prescribers of the program; • establishment of links with the external colony • incorporation into the territory with the returned talent of advances in conciliation and improvement of work habits; • flexibility and open conception in the 	<ul style="list-style-type: none"> • Inexistence of census sources of emigrated Spaniards; • the program is still in the implementation phase; • the program demands a demanding coordination between the business intermediation team and the migrant intermediation team; • it requires constant assistance and training to mediators; • given the extensive territory, the relationship between the teams (Central Services and 34 mediators) is complicated.

methodology of mediators	
Opportunities	Threats
<ul style="list-style-type: none"> • Possibility of having a workforce of great value and interest; • great media tug: It works the sentimental aspect of recovering the talent lost by the crisis; • pioneer character of the initiative that has attracted the interest of the government of Spain. • agile incorporation of new technologies to technologically less advanced units through a program that demands its immediate and constant use; • improvement of the uses in labor conciliation. 	<ul style="list-style-type: none"> • Difficulty accessing reliable sources regarding the census of emigrants; • possibility of reaching a "ceiling" of the return; • dependence on the media; • resistance of the Castilian-Manchego business fabric that forces us to continue prospecting among companies.

Sustainability of the practice in the medium/long term perspective

The measure is totally sustainable in the medium and long term. Since it is a new program, it is becoming increasingly known by young migrants, as evidenced by the growing number of visits to the platform and the growing number of requests for help, which has been necessary for this year increase budget availability.

At the national level, as we have indicated above, more and more regions are showing interest in the measure, as evidenced by the fact that for the first time there has been a national congress on it to ensure its maximum dissemination.

Transferability of the best practice to other countries

Although in the beginning the program would be transferable in countries that have similar socio-economic contexts that have forced a large part of their young people to leave their country in search of new opportunities (Italy, Portugal, Greece ...), the start-up a digital platform that brings young people living in another country closer to employment guidance and employment services in their country of origin is an interesting practice that would prevent the flight of talent and the recovery of human capital.

Most relevant comments by the partnership

(Temporary) labour migration is not seen as a "Brain-drain" of skilled labour but as a chance for young people to improve their professional skills and work experience abroad for a later return to their own advantage and the interest of a recovered national economy. It feels a little bit strange that more people are recruited from a different country (although they lived in Spain before) to try to place them at the Spanish labour market while the actual unemployment rate is so high. This displaces other unemployed people in Castilla La Mancha and in the rest of Spain.

Key-words

Professional guidance aimed at accompanying the return process.

Introduction of new technologies in the network of employment offices in the region.
To favor with the return the recovery of human capital formed in the territory.
Import new experiences of reconciliation of work and family life.
Highlighting the success stories of the program from the members of the external community.

General comment

This practice of course defines a strategy which aims at favouring the return and the recovery of human capital formed in the territory and that has improved its competences during the international experience. This has of course has a positive impact at territorial level enabling the possibility of starting new ventures and releasing the entrepreneurial capacity of the territory, which of course discloses the possibility of new employment possibility for youngsters.



TOLEDO - FIFTH JSTE - 21-23/11/2018 - VISIT AT CECAP PREMISES

VUC STORSTRØM

BEST PRACTICE 13: LIV OG LÆRING (LIFE AND LEARNING)

Summary of the best practice

Policies in Denmark aim at 95% of pupils attending and finishing their educational path, but there is still a group of students, which has a difficult time dealing with the regular education system (Rockwoolfonden 2017; Thomsen 2016). So, issues are attached to both the personal lives of young people, as well as to the options which the regular educational environment provides (Görlich 2016; EVA 2016). In the last couple of years, these issues have gained more, renewed attention. The Ministry of Education and Research has recently launched an extensive, large-scale reform –focusing on education improvement– on the basis of Better Roads to Youth Education. This reform is a central element, which introduces a new and comprehensive educational offer to young people without an education: namely, preparatory basic (foundational) education (Danish: FGU) (The government, 2017).

Life and Learning is a project, which focuses on preparing adults with troubled backgrounds and personal, social issues for education programs and the labor market. Through innovative and exciting teaching methods, learning is made more appealing and manageable to these individuals, who have lost faith in themselves and in the idea of education. The aim of the project is to make these individuals the masters of their own lives and to renew their self-confidence and faith in education. These objectives are to be achieved, by supporting the social, personal, and academic development of individuals.

As a result of collaborative efforts made by teachers, mentors, and student counsellors during the project, students have acquired social skills, self-confidence, and a sense of faith in their education options. More specifically, the ability of teachers to create a safe and comfortable learning environment has given students a sense of belonging and made them feel accepted and worthy. Through Life and Learning they have, thus, given themselves a sense of personal and educational stability.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Focuses on preparing adults with troubled backgrounds and personal, social issues for education programs and the labor market; • through innovative and exciting teaching methods, learning is made more appealing and manageable to these individuals. 	<ul style="list-style-type: none"> • Participating in the project is not an open offer, but depends on the financing from the municipality; • it requires special teaching and teacher skills; • the offer is quite expensive to complete, because it requires a lot of teacher resources.
Opportunities	Threats
<ul style="list-style-type: none"> • Close collaboration with the municipalities; • the target group have faith in the fact that education is the right path to be self-supporting. 	<ul style="list-style-type: none"> • That the municipality stops the collaboration; • the students will withdraw their participation in the project, if the teaching is not well-qualified, which will result in a financial deficit.

Sustainability of the practice in the medium/long term perspective

The project is sustainable as long as there is a political support

Transferability of the best practice to other countries

The main essence of the project is possible to transfer to other countries.

Most relevant comments by the partnership

Individually designed support for young adult NEETs: flexible in duration, content, intensity etc. with the aim of their re-integration into formal education and training or employment.

The model can only be transferred if the country's legal bases guarantee a social and educational policy that allows young people autonomy and economic support conditional on commitment. Where there are conditions of economic dependence on the family for the satisfaction of the basic needs of young people, it is more difficult to work without the integration of parental figures in the personal project. Some concepts are therefore to be integrated: the enhancement of unconventional activities and informal spaces, integration between training moments and individualized accompaniment, learning to self-manage daily activities and informal group experiences. This allows the construction of a personal project through the strengthening of school and social skills.

Key-words

Education

Self-confidence building

Personalized approach

Edu-activation

General comment

The practice shows the result of a joint approach by teachers, mentors, and student counsellors, that try to develop in the youngsters social skills, self-confidence, and a sense of faith in their education options. Through a safe and comfortable learning environment it is developed a sense of belonging and made them feel accepted and worthy. Through Life and Learning they have, thus, given themselves a sense of personal and educational stability and the possibility of being active part of a society.

BEST PRACTICE 14: DYSLEXIA COURSES

Summary of the best practice

A Danish investigation carried through in 1991 showed that 7 % of Danish adults consider themselves dyslexic (Elbro m.fl., 1991). Foreign studies estimate that between 3% and 5% of the Danish population has dyslexia.

Dyslexia courses are for anyone who has completed primary school/basic general education. The courses are free and you can participate at all the VUCs in Denmark. Dyslexia courses are not an education. The courses teach and instruct dyslexic people to use apps and tools, in order to manage education, work place and daily life. The courses takes place in small classes with 4-6 students, in order to adapt the lessons to every individual. The courses are used as a help to students, who wants to complete youth education, but also to our customized education for enterprises in order to improve the employers skills.

Young people enrolled in youth education such as high school, vocational training, or further education can request an IT backpack. Anyone who tests positive for dyslexia can enlist in NOTA, which is a national, digital library providing audio books – fiction as well as non-fiction.

From 3rd grade primary level (and thereafter), children have the right to get tested for dyslexia, if this is suspected to be the case. In Denmark, we have one national dyslexia test. Moreover, individuals with Danish as a second language can get tested through a test called DOT, which tests how well individuals can combine signs and sounds.

There is a constant need to provide information and raise awareness about dyslexia, as well as to provide dyslexia courses. A recent report (Nov. 2018), carried out by the Egmont Foundation, shows that young people with dyslexia do not do as well in school as do other young people: in all classes, their grades are lower, and fewer individuals complete their education programs. Young people with dyslexia, who come from troubled backgrounds, are even more challenged, studies show.

Strengths	Weaknesses
<ul style="list-style-type: none"> • A qualified, well-educated group of teachers with pedagogical knowledge suited for the target group; • the possibility of offering students at VUC help to overcome their difficulties and to complete their education; • to offer students at VUC help in learning English Students with Danish as a second language get help to complete their education and obtain ability to become self-supporting in the long term. 	<ul style="list-style-type: none"> • Not every dyslexia teacher is wellcompetent in using IT-tools. It is very important to obtain, because that is what the dyslexics expect and what the companies expect their dyslexics employers achieve from the courses.
Opportunities	Threats
<ul style="list-style-type: none"> • To require more participants for the dyslexic courses through company-targeted courses; 	<ul style="list-style-type: none"> • If our teachers are not well-skilled and competent, or the courses loose lack of inspiration and development, the

<ul style="list-style-type: none"> to find a way to encourage dyslexic adults to admit their challenges and do something about it. 	<p>participants will seek other providers of dyslexic courses;</p> <ul style="list-style-type: none"> If the Government changes the conditions for the free of charge dyslexic courses.
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Sustainability of the practice in the medium/long term perspective

There is a huge awareness of dyslexia in Denmark, that means a sustainability of the practice for a long term period.

Transferability of the best practice to other countries

Acknowledgement of the difficulties

Most relevant comments by the partnership

The support of technology allows to eliminate the barrier that dyslexia means for the person who suffers it in the educational and work environment.

The project could be transferred to other countries. However, it requires an important cost to be faced by the different national governments in terms of investment in technology and teacher training. In our country the attention to the dyslexia takes place today only in the educative system. There are therefore many adults, incorporated into companies, who have not been diagnosed. The participation of companies in the project is considered important to help adults to face this problem and improve their quality of life.

Key-words

Activation

Personalized guidance and toolbox, technology-based approach

Education

Tools to personal educational and professional empowerment/self-confidence

General comment

With this best practice the partnership had the chance to explore into dyslexia, which is a lasting functional impairment and makes it hard to deal with reading, spelling, and writing. This of course has negative consequences both psychological and in the educational field. Therefore, dyslexia is considered a disability. Intensive teaching and IT-based reading and spelling tools are essential for individuals with dyslexia. What is offered through this courses makes individual capable of developing tools which are suitable in addressing the issue of dyslexia. These tools make them able to develop self-confidence and empower them in their professional as well as everyday life.



NYKØBYNG - SEVENTH JSTE - 3-5/04/2019 - MOMENTES AT VUC'S PREMISES

PROVINCIA AUTONOMA DI TRENTO

BEST PRACTICE 15: YEP – YOUTH ENTREPRENEUR PATH

Summary of the best practice

The YEP Youth Entrepreneur Path project, has been designed by the European Resources and Job Development Office of the Province of Trento and it is financed thorough ESF resources. Through a public tender procedure has been assigned to FIDIA S.r.l..

This first practice offers a set of services aimed at promoting entrepreneurship among youngsters. Thank to this project young people can approach and learn about the business world, mature and refine entrepreneurial ideas, use tools and services, define a path suited to their needs and wish. All of these characteristics put together create a positive impulse – a so-called "Twist" – to start their own venture.

The project aims at targeting and stimulating young unemployed, employees who wish to star over and students up to 35 years of age. The project is a local measure for this reason it is destined to people living in the Province of Trento.

In order to participate at YEP, pupils just need to attend at one of the informational meetings scheduled on a quarterly basis. Such events take place in different location of the Province, this in order to guarantee a capillar distribution of information. Youngster interested at attending need to confirm their participation through an online form where the first information about the subject are collected.

FIDIA has organized its activity into the following phases:

Territorial animation meetings.

Intake and evaluation of potential entrepreneurs; the first meeting focuses on motivations and the degree of entrepreneurial awareness.

Skills assessment, through a self-assessment process, participants will be led to carry out a first test of their degree of affinity with leadership and entrepreneurial role.

Entrepreneurial coaching; the participants are supported in a process of defining their own business model or self-employment model. The first support is that of the "business model canvas" methodology.

Accompaniment to the definition of the business project; the participants are supported (with laboratories and individual consultancy) in the construction of the business plan and in the formulation of a financing plan.

Management of ILA (Individual Learning Account) cards, participants can participate, via credit titles, in training programs targeted in Italy and abroad.

Strengths	Weaknesses
<ul style="list-style-type: none">• YEP has a good territorial diffusion, as the territorial animation meetings are proposed quarterly on different provincial areas and backed by the local Employment Agency (Agenzia del Lavoro);• YEP refers to a significant number of	<ul style="list-style-type: none">• A significant number of users is excluded, i.e. users over the age of 35. It is easier for a person to mature the decision to become an entrepreneur at a more mature age, when the skills acquired and the level of work experience is such as to

<p>users: the age group concerned (18-34 years), concerns a phase of life in which one completes his / her studies and matures the first work and professional experiences. It is a period in which it is easy to become aware and mature the decision to open a business or undertake a profession;</p> <ul style="list-style-type: none"> • YEP is a personalized and flexible path. Part of the services offered by the course is aimed at individual work. The aim is to work first on people and then on business ideas; • through individual interviews, users are able to understand, supported by consultants, their own motivations and skills possessed or acquired; • the good level of awareness that users reach, leads them to deal effectively and consciously with the great step of becoming entrepreneurs or freelancers. 	<p>allow them to make the leap;</p> <ul style="list-style-type: none"> • moreover, due to the situation of economic crisis that involves the reference context, often setting up or starting a business is an alternative to unemployment that affects adults aged 35 and over who have little chance of re-entering the world of work compared to the younger ones; • the continuation of the Yep project beyond the three-year period depends on public funding
Opportunities	Threats
<ul style="list-style-type: none"> • The possibility for users to consult at no cost; • the possibility for users to be able to use ILA cards to fill their training needs. 	<ul style="list-style-type: none"> • The risk of not reaching a sufficient number of users in the future.

Sustainability of the practice in the medium/long term perspective

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Transferability of the best practice to other countries

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Most relevant comments by the partnership

Maybe you can make connections between some YEP participants and students from university and other schools. More brainpower for the YEP and more man-power for the students entrepreneurs = joint ventures.

Individual interviews help to know better the person and their motivations, knowing if her/she is a good candidate to undertake and which areas or professional aspects should be improved.

It seems that the age of entrepreneurs in Trento is close to 35 years or even older. This is logical, as they have work experience and are more mature in entrepreneurship. However, this seems to indicate that there is not enough interest among young people (under 25 years) to undertake.

Key-words

Self-entrepreneurship

Activation

Business-developing and -learning process

General comment

YEP Youth Entrepreneur Path project aims at developing a widespread awareness on youth entrepreneurship in the whole territory. This methodology represents also an experimentation on new models and tools suited for the enhancement of business creation and at the same time boosting self-employment. At the core of YEP there is also the will to foster a system of relations between institutions, social and entrepreneurial subjects functional to entrepreneurial development (even by confronting the new business ideas with businesses already existing on the market). YEP fully represents an initiative of development a new entrepreneurial class and to encourage people to self-employment when the market seems to reject them or not to offer them suitable position. In the broad picture this measure has been developed in parallel to local government business and employment measures.

BEST PRACTICE 16: TLN MOBILITY

Summary of the best practice

The ESF-funded Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults (TLN Mobility) is a partnership between 11 Member States and regions in Europe to tackle youth unemployment through transnational mobility. The partners are:

LEAD: GERMANY Bundesministerium für Arbeit und Soziales (BMAS), ESF Unit;

CZECH REPUBLIC Ministry of Labour and Social Affairs, ESF Unit;

ITALY Ministero del Lavoro e delle Politiche Sociali / ISFOL;

AUTONOMOUS PROVINCE OF TRENTO Servizio Europa Ufficio Fondo Sociale Europeo;

POLAND Ministerstwo Rozwoju Regionalnego, Department for ESF Management; SPAIN Ministerio de Empleo y Seguridad Social, ESF Unit / Fundación Inserta / Fundación ONCE / Fundación Paideia Galiza;

AUTONOMOUS COMMUNITY OF ANDALUSIA Servicio Andaluz de Empleo (SAE), Autonomous Community of Andalusia;

AUTONOMOUS COMMUNITY OF THE BASQUE COUNTRY Lanbide – Servicio Vasco de Empleo;

AUTONOMOUS COMMUNITY OF CATALONIA Servicio de Ocupación de Cataluña;

AUTONOMOUS COMMUNITY OF GALICIA Dirección General de Planificación y Fondos;

SWEDEN Svenska ESF-rådet;

SLOVENIA Employment Service of Slovenia (ESS)

The partners recognise the positive impact that work stays abroad have on the prospects for young disadvantaged people to enter training or employment. They have therefore planned for transnational mobility measures to be supported through their national and regional ESF 2014-2020 programmes.

The overall objective of the TLN MOB network is to facilitate the entry of disadvantaged young people and young adults into training and employment through transnational mobility measures.

The Network pursues three specific objectives:

- Preparation of a coordinated call for transnational mobility measures for disadvantaged young people and young adults.
- Launch of a coordinated call at transnational level (publication on the web page of the Network) which includes common parameters agreed for the themes of "admissibility", "target groups" and "implementation structures".
- Support for the launch of single calls respecting the agreed common parameters outlined in the coordinated call at regional and national level.

Strengths	Weaknesses
<ul style="list-style-type: none"> Strengthening the language knowledge /skills of participants; strengthening the soft skills of 	<ul style="list-style-type: none"> Few chances to find a job in Italy after the internship (confidence approach); weak reinforcement of the professional

participants (confidence, self esteem, capacity to interlink with other people); <ul style="list-style-type: none"> • good chances for participants to find job abroad, in the mobility partner regions. 	<ul style="list-style-type: none"> • expertise and in general of the hard skills (informatic, management, logistic, etc.); • the period abroad is too short.
Opportunities	Threats
<ul style="list-style-type: none"> • Encouragement of propensity to mobility and the degree of openness of the participants in transnational contexts; • integration of participants of these actions into the job market, into training and education. • multiplier effect and diminution of NEET in the region. 	<ul style="list-style-type: none"> • In the next programming period ESF OP of Autonomous Province of Trento, there is no certainty of funding measures for mobility actions of this type. • lack of coordinated calls funded by ESF at in the field of transnational mobility. • mobility of NEETs is not possible without • adequate advance preparation and tutoring abroad.

Sustainability of the practice in the medium/long term perspective

The sustainability of the practice depends on the ESF funding allocated to this type of actions. The Province strongly believes in training and mobility and in next programming period it's likely to reallocate funds for the mobility of NEET.

Transferability of the best practice to other countries

The practice can be easily transferred to other countries, as it is based on the exchange with other countries.

Most relevant comments by the partnership

Helps young people get out of their comfort zone and have a mobility experience. The vital experience that helps young people to mature and think about their professional career.

Bringing together all young people from 18 to 29 years of age can generate certain problems of coexistence between people who seek to have fun (the youngest) and others who seek to obtain a work experience that improves their knowledge.

It offers the possibility of living outside for a few weeks and live a personal and professional experience that expands the participant's curriculum and gives him/her the self-confidence to be able to start a new training or professional itinerary in the country of origin.

-The program allows to put into practice or reinforce the knowledge of a foreign language, understand the culture and costumes of the country, this helps the participant to get an added value of a European awareness.

Key-words

International experience
Career boosting
Self-consciousness

General comment

Through this best practice it is possible to facilitate the entry of disadvantaged young people and young adults into training and employment through transnational mobility measures. International experiences can boost self-esteem and make them self-aware and conscious about their role and possibilities of the labour market.



TRENTO - SEVENTH JSTE - 5-7/05/2019 –

DINNER AT SOCIAL COOPERATIVE AT “BARONE AL CASTELLO” BUONCONSIGLIO CASTLE

GUIDELINES, OPERATIONAL DIRECTIONS AND ADVICE

The NO-NEETs project has been designed to give rise to CONCRETE OUTPUTS, of the RESULTS and IMPACT on the beneficiaries addressed by in the medium and long term. That is, on the beneficiaries' policy systems and, more in general, on local, national and European systems willing to reduce the problem of the young NEETs with all its consequences through the innovation of the lifelong learning systems.

Hence, the most significant goal set by the project has been the creation of INSTITUTIONAL LEARNING, that is, enabling decision-makers and actors of the policies promoting the social and professional inclusion of the young NEETs to acquire new awareness of the characteristics of this phenomenon, its causes and its consequences. That means enabling them to face the problem effectively and efficiently, thanks to the approaches, instruments, methodologies and techniques implemented by other actors in the various Member States all with their benefits and drawbacks, and the different urgency of the phenomenon.

As a consequence, the second goal has been the “dissemination” of the knowledge and learning acquired at local, national and European level.

In order to make sure that the project results are not dissipated, and on the very contrary potentially transferred, it is now essential to OUTLINE, SUMMARIZE and make the peer learning results USABLE in a simple and effective way, to the benefit of the numerous stakeholders inside and outside of the project.

At the end of the learning process, after a careful revision of the different peer review phases and of the resulting indications, it is therefore possible to form a series of very important CONCLUSIONS, for the pursuit of the above described goals.

Such conclusions are classified into *guidelines*, *operational directions* and *advice*, developed by the lead partner and acknowledged in the final meeting of the project.

From a semantic point of view, the meaning of the three definitions should be explained in order to avoid potentially distorted interpretations.

GUIDELINES are macro options, intended for the general scenario or system, which adoption is suggested to tackle the problem appropriately, namely to make the proposed directions more effective.

By OPERATIONAL DIRECTIONS we mean the methodologies, tools, project actions that we consider valid regardless of the influential conditions inevitably determined by every local context reference. Operational directions are also those best practices considered as “transferable” because they are “valid regardless” of the institutional, regulatory, economic and social context.

Finally, by the definition ADVICE we do not mean “more or less binding” indications by which a juridically higher-ranking Body defines goals, purposes and tools that can be appropriately used to address a specific issue or problem; they are, “indications”, approaches or choices to be made that can be used on a more operational level.

This approach has been used to guarantee flexibility to the system and avoid unexpected or misleading results.

To give “value” to each stage of the learning process developed in the various contexts in which each STE was carried out during the project, we have tried to outline some characterizing guidelines from the experience of each partner; the guidelines produced a number of possible operational directions and advice.

We have tried to avoid reporting guidelines, operational directions or advice, that had been already classified.

1) JOINT STAFF TRAINING EVENT IN 'S-HERTOGENBOSCH (NL)

GUIDELINES

- a) Training courses and social/job reintegration interventions shall have a **STRONG PERSONALIZED CHARACTER (TAILOR-MADE)**;
- b) traditional vocational training is mostly an **INSUFFICIENT** and sometimes even **USELESS** tool for the reactivation of beneficiaries who have left training or education courses;
- c) actions aimed at recovering **OPERATIONAL SKILLS RELATED TO CREATIVITY, ART AND CULTURE IN GENERAL** are often significant to regain self-esteem and a spirit of self-employment;
- d) **WORK INTEGRATION IN ACTIVITIES OF A SEMI-ASSISTED NATURE** with simple, repetitive content but with a strong **GROUP INTERACTION AND SUPPORT TO SELF-LEARNING** can be important for the rehabilitation of beneficiaries who have never entered the labour market, or who have been out of the labour market for a long period.

OPERATIONAL DIRECTIONS

- 1. The activation of personalized pathways requires a continuous evaluation and assessment of the developing interests and skills;
- 2. the activation of **COACHING** schemes, and specifically **LIFE COACHING**, is often **CRUCIAL** as it creates a close synergy between the coach and the participant;
- 3. the enhancement and use of **LABORATORIES** is often effective to regain self-esteem, to let emotions arise, to promote creativity;
- 4. the use of **RELATIONSHIP AND SELF-STRENGTHENING LEARNING TECHNIQUES, TO BE DEVELOPED IN CHALLENGING EXTERNAL CONTEXTS** is very effective and appreciated by youngsters;
- 5. job shadowing of simple jobs in contact with nature supervised by experienced operators as regards remotivation and individual support. To this regard, the establishment of multidisciplinary teams of operators is highly recommended.

ADVICE

- 1. The training of the coaches employed in the reactivation processes is crucial. The coaches do not necessarily need to be highly skilled in the psychological sector, rather, they should be able to perform their guidance role as with determination and vigour;
- 2. it is recommended to avoid the standardization of the paths and to pre-define their duration, especially as regards the laboratory sessions;
- 3. access to supporting tools should be voluntary and free, to consider safeguarding and recovery;
- 4. job integration in semi-assisted contexts should have a limited duration, according to the individual characteristics of the beneficiaries, avoiding weak individual working in structures not open to the market for a long time;

5. complex target groups require rather flexible and articulated intervention tools for an acceptable professionalization;
6. it may be advisable to establish a close collaboration with education organizations;
7. it is essential that intervention tools do not isolate beneficiaries from the market system and from a progressive approach to traditional training tools and labour policies;
8. it may be useful to work with the families of the participants;
9. it is important to evaluate results in the medium and long run, not only in the short term;
10. a possible stigmatizing effect against participants should definitely be avoided;
11. the individual program of the beneficiaries should last as long as possible.

2) JOINT STAFF TRAINING EVENT IN BERLIN (DE)

GUIDELINES

- a) COMMUNITIES AND COOPERATION NETWORKS among public and private actors can represent valid grounds on which sensitivity and reinforcement of self-esteem can be established, also by recovering a sense of self usefulness;
- b) TRANSNATIONAL MOBILITY can be a learning vehicle, especially if it takes place in ENRICHING contexts, favouring dual approaches.

OPERATIONAL DIRECTIONS

- a) Enhancing ASSISTED AND GUIDED VOLUNTARY SERVICE, dedicated to support the various community targets experiencing different problems from the beneficiaries;
- b) supporting APPRENTICESHIP, as this can be a tool for solving distress problems resulting from the traditional pathways where often learning is abstract and decontextualized.

ADVICE

- 1. It is advisable that the young volunteers are SUPPORTED BY A TUTOR guiding them in their actions, letting self-efficacy and self-diagnosis arise;
- 2. creating communities and networks should be well-prepared and devoted the necessary time, sensitivity and verification steps;
- 3. if communities and networks are created and supported by the goodwill of a single person, the risk is that these experiences die out as soon as this person leaves;
- 4. it is essential that networks are well coordinated and monitored in order to avoid possible forms of discomfort;
- 5. avoiding the risk to provide mismatched skills to the labour market needs;
- 6. it is essential that people taking part in support network actions meet with their support teams frequently;
- 7. it is necessary that expectations, directives, behaviours and competences of the subjects associated to network projects are analysed before their implementation, avoiding improper investments;
- 8. apprenticeship should not be considered as a useful tool for the reactivation of the young NEETs if the causes of their demotivation or drop-out are not connected to social or economic problems or educational discomfort (for the most disadvantaged targets groups, the dual system is sometimes inappropriate);
- 9. the dual system meets the real needs of businesses, thus creating the conditions for high employability and stable employment;
- 10. apprenticeship for foreign young people should not lead to create social exclusion phenomena;
- 11. apprenticeships should be activated and monitored also by job centres;
- 12. transnational mobility abroad obviously requires a rather intensive phase of linguistic preparation.

3) JOINT STAFF TRAINING EVENT IN BARCELONA (ES)

GUIDELINES

- a) In order to tackle the phenomenon of the young NEETs, it may be useful to create PLACES OF TRUST in the URBAN AND RURAL COMMUNITIES, which will take care of solving all the problems connected with the NEETs phenomenon. This often necessarily means acting at the advantage of the youngsters' families (especially if they are in conditions of poverty or lack of social networks);
- b) the places of trust must also provide introduction to work and support to job placement;
- c) SOCIAL COOPERATIVES and VOLUNTARY SERVICES are to be considered as privileged environments allowing ACTION ON THE TERRITORY AND ON PEOPLE, as well as places for socialization and job guidance of disadvantaged people;
- d) if a high rate of NEETs is registered in rural areas;
- e) featuring poor employment opportunities and increasing depopulation it is recommended to envisage more comprehensive support to the area so as to foster the economic development.

OPERATIONAL DIRECTIONS

- a) If the goal is the creation of SETTINGS GUARANTEEING SOCIAL RELATION for youngsters and their families, it is important to rely on a team of specialized educators, social educators, social assistants, laboratory tutors and, if necessary, tutors for apprenticeships;
- b) in rural areas in particular, the phenomenon of NEETs is connected to problems related to depopulation and the waste of energies and resources, which make it difficult to create or just to preserve businesses.

ADVICE

- 1. It is important that the community, or social and educational laboratory, is also able to provide EMOTIONAL AND MOTIVATIONAL SUPPORT; it is therefore necessary to prepare the operators to act as "street based" tutors;
- 2. it is important to guarantee stability and regularity in the public funding to guarantee that only effective tools are implemented on a regular basis;
- 3. the availability of several volunteers is essential; they can also be identified among the participants in European civil services;
- 4. the risk of giving rise to underpaid work masked as volunteer collaboration shall be avoided;
- 5. it is important that SETTINGS are selected so as to guide beneficiaries towards paths of greater specialization and vocational study;
- 6. it is essential to connect the organized training courses with effective systems to certify the skills acquired;
- 7. it is important to guarantee that the courses carried out in the form of voluntary service, and the consequent skills acquired, are closely connected with the labour demand expressed by companies and job centres;

8. in rural areas the tools to tackle the NEET phenomenon shall combine with tools supporting the reintegration of human, economic and instrumental resources which should be suitable for fostering a more comprehensive economic, social and cultural development also with a view to strengthen labour demand;
9. in areas characterized by deprivation, it is often important to invest in “brain gain” that can support the start-up or preservation of businesses on the territory.

4) JOINT STAFF TRAINING EVENT IN TURIN (IT)

GUIDELINES

- a) The reactivation and the integration or reintegration of the young NEETs in labour policies and in traditional training pathways requires a substantial effort BY GUIDANCE SERVICES;
- b) similar attention shall be paid to reinforcing JOB MATCHING services, at least in favour of the young NEETs who are employable and have only been classified as NEETs because of matching problems. To this regard, the organization of public presentations where job vacancies as well as the workforce skills and interests has proven to be very useful;
- c) young people should be helped to come closer to school and training again through processes of reactivation and re-motivation by using various methodologies that could better match the interests of the young people, such as community creation, sports, etc;
- d) different types of experimentations can be activated in order to create new tools and methodologies for approaching the young NEETs, but their results should be surveyed and the practices well disseminated and implemented, to avoid waste of energies and of remarkable experiences.

OPERATIONAL DIRECTIONS

- a) The need for guidance and job matching for young people, and for the young NEETs in particular shall be met with DEDICATED resources;
- b) the tools to be used may be the most varied, but they require QUALIFIED STAFF and programmes for the REGULAR TRAINING of the operators' skills;
- c) the services mentioned shall be guaranteed not only in urban locations but also in other areas of the regional territory;
- d) the services aimed at identifying and taking charge of the young beneficiaries shall be characterized by a multisectoral (school, training, health, job search, etc.), multidisciplinary and multiservice (employment centres and welfare service) approach.

ADVICE

- 1. Structured sessions for the exchange of good practices among the units belonging to the same institutional body should be organized;
- 2. enhanced communication through different channels is essential to identify different age groups, habits and inclinations. The use of social media and, for the young people, the use of user-friendly methodologies, is particularly useful;
- 3. communication and job-matching should be coordinated at territorial and institutional level;
- 4. in terms of guidance tools, priority shall be given to personalized approach methods, with no predefinition of times or places of implementation;

5. personalized guidance and job-matching services require a significant motivation by specifically qualified staff as regards the NEET target group.
6. the potentially significant number of users leads to a risk of standardizing responses and reducing the quality of job offers.

5) JOINT STAFF TRAINING EVENT IN TURIN (IT) TO INCLUDE BEST PRACTICES MADE IN LUGANO (CH)

GUIDELINES

- a) Support to the development, tangible and marketable functioning of social work integration enterprises can be a particularly effective investment to guarantee the activation of fragile young people. These youngsters are confronted with real work tasks, which will also favour their recovery in basic skills, guidance and planning abilities and skills
- b) It is important that such social enterprises can establish and stimulate the networks of public and private operators around them;
- c) The development of a multifactorial approach based on a private and public partnership in each local context proves to be vital.

OPERATIONAL DIRECTIONS

- a) Personal services, despite their potentially varied nature and composition, can be one of the useful elements for the action of social enterprises;
- b) social enterprises can also be a useful context for the introduction in dual educational paths or to apprenticeships paths, both of which need to be tailor-made and design on the real cognitive abilities and skills of the individual;
- c) tools such as job orientation and job coaching are particularly useful for achieving successful results;
- d) strengthening basic skills can also be useful, if conveyed in contexts that are not based on traditional education styles;
- e) social enterprises can also be structured in the form of a community if the disadvantage is particularly relevant and the separation from a potentially deprived context proves to be necessary.

ADVICE

- 1. Social enterprises, envisaging the interaction between expert workers and fragile youngsters, are an opportunity for socialization and work guidance if a group of reference persons have been identified;
- 2. the work period in social enterprises should be limited, thereby progressively favouring the access to an unprotected world and in ordinary working environments;
- 3. in the case the social enterprise is a therapy or prevention community hosting beneficiaries affected by psychological disorders, it is important to guarantee multidisciplinary approach to the disadvantage.
- 4. before partially or totally taking charge of the participant, it would be essential to carry out an interview and a motivation survey of the potential participant.

6) JOINT STAFF TRAINING EVENT IN TOLEDO (ES)

GUIDELINES

- a) In order to avoid problems such as those represented by high numbers of NEETs, a strong and convincing action in schools is still essential, to reduce the phenomena of educational discomfort and early drop-out with coaching, support and encouraging actions;
- b) equally effective is the enhancement of practical education and training at work, promoting traineeships, apprenticeships and school/work alternation;
- c) along prevention, “second chance” interventions are particularly useful for young people, oriented to the acquisition or re-acquisition of basic skills;
- d) employment, including youth employment, is promoted above all through policies supporting the development of companies as sources of labour demand;
- e) in rural areas it is particularly useful to strengthen social and demographic recovery policies, through three development vehicles: the digitalisation of the territory, the promotion of entrepreneurship and attention paid to sustainable development processes;
- f) the development of individual or personal youth entrepreneurship can also be applied to particularly disadvantaged people or even to disabled people;
- g) access to the labour market for young disabled people can also be encouraged by the creation of Inclusive Social Enterprises (inclusive entrepreneurship);
- h) in those areas where depopulation is taking place, “brain gain” programmes can be effective as a catalyst of initiatives and economic quality.

OPERATIONAL DIRECTIONS

- a) Early school leaving and youth unemployment are also tackled by implementing social and economic protection tools for poor households or for families at risk of poverty;
- b) it is important to support entrepreneurship, including youth entrepreneurship, through economic support measures, mentoring and counselling;
- c) incentives for recruitment can be particularly effective when company's margins are not particularly high;
- d) it is essential that the phases of AWARENESS, TRAINING, MENTORING, INCUBATION AND IMPULSE of enterprises created to employ fragile subjects, are accompanied by expert professionals, specifically trained for this purpose;
- e) “Brain gain” programmes require the development of particularly attractive conditions and the activation of particularly focussed and dedicated technical and mediation staff.

ADVICE

1. The creation and the success of enterprises for people with disabilities requires an intense involvement of all the local players;
2. in an inclusive enterprise, participants with a proactive role feel more involved in the economic, social, professional and community context;

3. inclusive enterprises need permanent public support to face market competition;
4. efficiency and cost-effectiveness should not be forgotten in the management of inclusive enterprises;
5. as a result of “brain gain” programmes, it is essential that returnees from abroad are able to express and disseminate their skills acquired abroad;
6. the re-entry of talent must be fostered through economic aid: funding for recruitment, for entrepreneurship, for re-entry expenses;
7. besides financial aid, information and guidance should also be provided;
8. as a promotional vehicle, success stories shall be promoted and advertised.

7) JOINT STAFF TRAINING EVENT IN NYKOBING (DK)

GUIDELINES

- a) Much can be done in terms of prevention and “care” with an appropriately constructed training;
- b) NEETs are often or can frequently become youngsters who are not able to follow a traditional school, education and training course, not only as a consequence of situations of disability but also for rather widespread syndromes such as dyslexia, dysgraphia, dyscalculia. To this end, it is necessary to create reassuring and comfortable learning spaces, to guarantee the acquisition of social skills, self-confidence and a sense of trust in the offered training, in the first place. This also facilitates in youngsters the development of compensatory skills and of self-management of their own limits;
- c) Life and Learning shall be considered as two particularly connected aspects, it is therefore essential to bring about a sense of belonging, acceptance and dignity.

OPERATIONAL DIRECTIONS

- a) Teachers, tutors and counsellors, who shall be suitably prepared for the task, play a central role to pursue these guidelines;
- b) together with ordinary courses, it can often be useful to offer modules and actions “dedicated” to overcoming and compensating the various forms of difficulty.

ADVICE

- 1. Ensuring the mentioned results is particularly challenging, because teachers must be motivated as well as trained to the purpose;
- 2. A key role can be played by technologies, capable of transforming leaning/teaching processes in funny, engaging moments, that can fill or compensate the gaps of the participants in the training actions;
- 3. Access to support paths should be free and on a voluntary basis;
- 4. The supplementary modules should include very small groups of participants and a massive use of new digital technologies;
- 5. Courses should be designed to train people in the use of apps and other IT tools in order to fill the functional gaps both in education, at the workplace and in everyday life;
- 6. The use of such tools by employers is also useful.

8) JOINT STAFF TRAINING EVENT IN TRENTO (IT)

GUIDELINES

- a) Young NEETs represents a completely uneven group in terms of knowledge, skills, inclinations, motivations and economic, social and personal conditions. Therefore, standardized response tools are not appropriate nor effective;
- b) it is often difficult to identify young NEETs (who, being discouraged, avoid ordinary intervention tools and settings), therefore the first difficulty is to identify them and reach them with clear but also inviting/ stimulating messages;
- c) the ordinary tools of active labour policies (training, guidance, and job matching support) not only are ineffective towards discouraged young NEETs, but sometimes can cause rejection, escape, or even repulsion;
- d) they are useful tools to BREAK UP with their own world, their own way of living or surviving also through challenging experiences such as traineeships abroad.

OPERATIONAL DIRECTIONS

- a) A MENTOR, who can comprehensively take charge of the problems of the young participant, in terms of services of the territory and of the traditional intervention tools, can often be useful for the NEETs;
- b) "Waiting for youngsters" to enter the door in a Centre is not effective; youngsters should be identified and reached where they spend their time and carry out their activities;
- c) the connection with the school of the potential drop-out NEETs can be crucial to prevent a chronicle drop-out;
- d) acquiring linguistic knowledge, with non-traditional methods, often helps to recreate a study and learning method.

ADVICE

- 1) Mentors must be adequately trained and it is absolutely necessary not to confuse the services offered by the mentor with those of a coach or a counsellor;
- 2) Excessively formal intervention contexts should be avoided;
- 3) Standardized profiling tools should be avoided, especially if they tend to highlight gaps rather than positive sides;
- 4) The progressive acquisition of problem-solving skills strengthens self-esteem, much more than any success connected to learning technical skills.

QUALITY FINAL SURVEY - NO NEETS

The quality survey represents the designated final evaluation tool incorporating the different indicators assessing the project quality.

The submission of the satisfaction questionnaire was carried out after each Joint Staff Training Event. The quality survey tool was also specifically meant to measure results, criticalities and possible improvement of both the project management and of the mutual exchange and learning opportunities.

Hereafter is the definition of the Quality Management Plan as it was originally described at project design:

“The present Quality Management Plan (hereinafter: QMP) is meant to identify the specific **field of action of the project internal evaluator** (role taken up by the Lead Partner as it falls within the project general coordination activities) as well as to define its objects and boundaries. In other words, the QMP is the tool to identify which variables and which methods (tools, techniques) and comparison *standards* will be subject to monitoring and evaluation by the internal evaluator. It should also be noted that the QMP does not result in an evaluation generated automatically but it simply supports the evaluators and the project stakeholders with quantitative and qualitative evidence to measure and value the progress of the project.”

More specifically, the following items have undergone qualitative analysis:

- Meeting preparation: method and promptness in announcing meetings and preparation material;
- Meeting logistics;
- Meeting management;
- Meeting effectiveness;
- Results from the exchange of best practices.

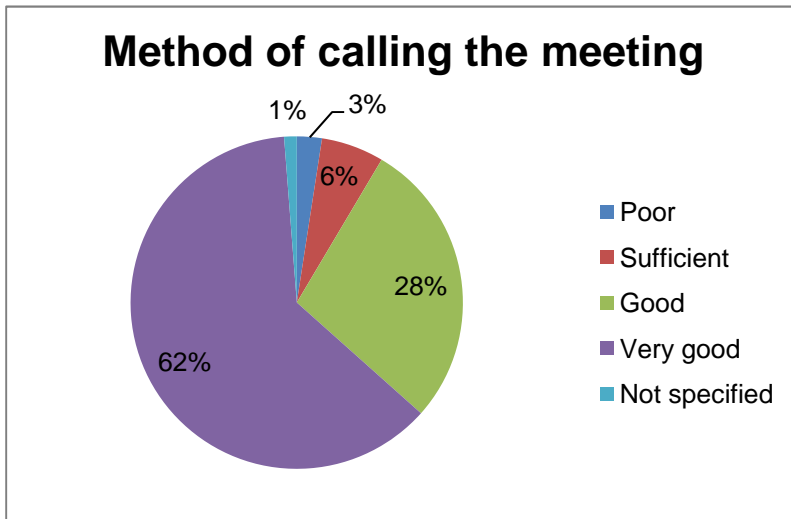
In addition to the aforementioned items, the partners could integrate the survey with further notes and observations.

Furthermore, starting from the third meeting, partners were asked to integrate the questionnaire with some “*flash feedback*”. This was introduced with the aim to evaluate the live perception of the quality of the best practices presented during the meetings. The indications stemming from the flash feedback proved to be useful for the definition of the final guidelines herewith presented.

The expectation was for at least 90% of the participants to be (fairly/very) satisfied with the following aspects of the meetings:

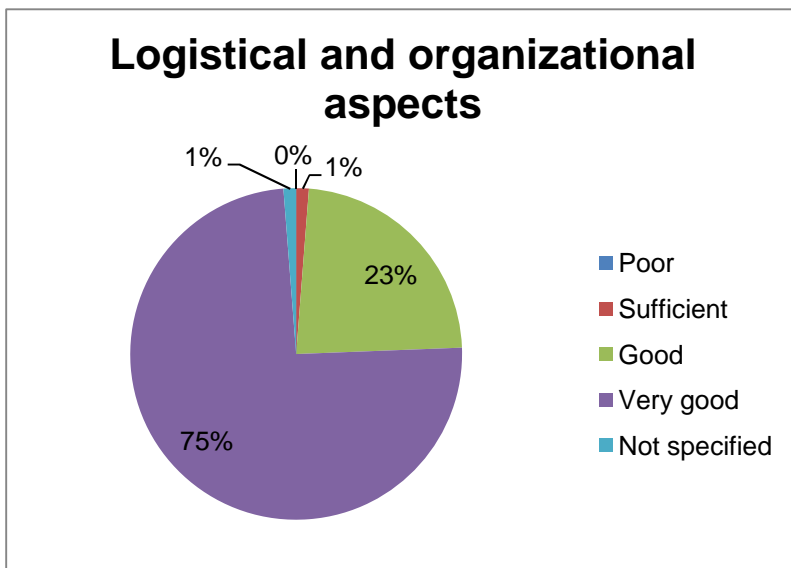
- method of announcement of the meetings;
- logistics and organization;
- management of the meetings;
- effectiveness;
- results.

As regards the first item “method of announcement of the meetings”, 90% of the partners assessed it between “Good” and “Very good”.

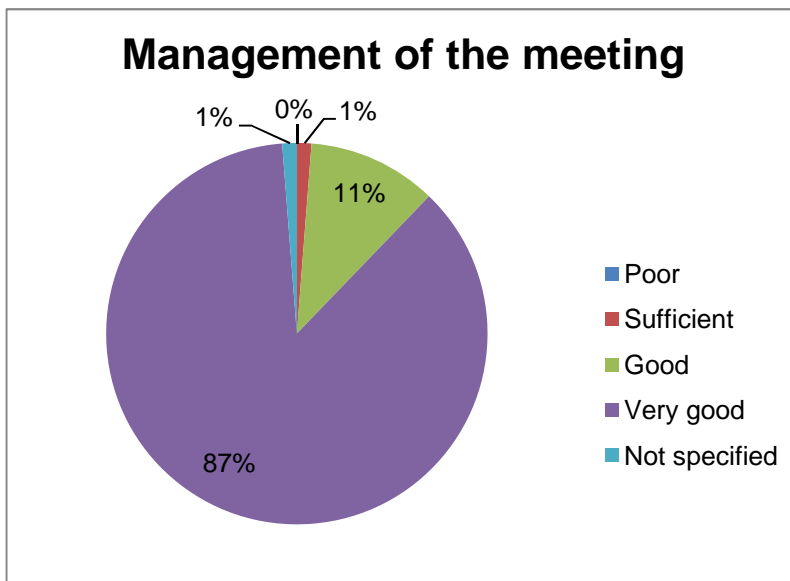


During the first meetings some difficulties have been reported due to the need to guarantee enough time for the management and for the following activation and organization of events by the partners.

As regards the logistics and organization of the meetings, over 95% of the surveyees reported high quality of the organization, of the locations selected and of the transfers to and from the best practices visits. Some surveyees suggested less intensive meetings, so as to devote more time to discussion and peer reviewing.



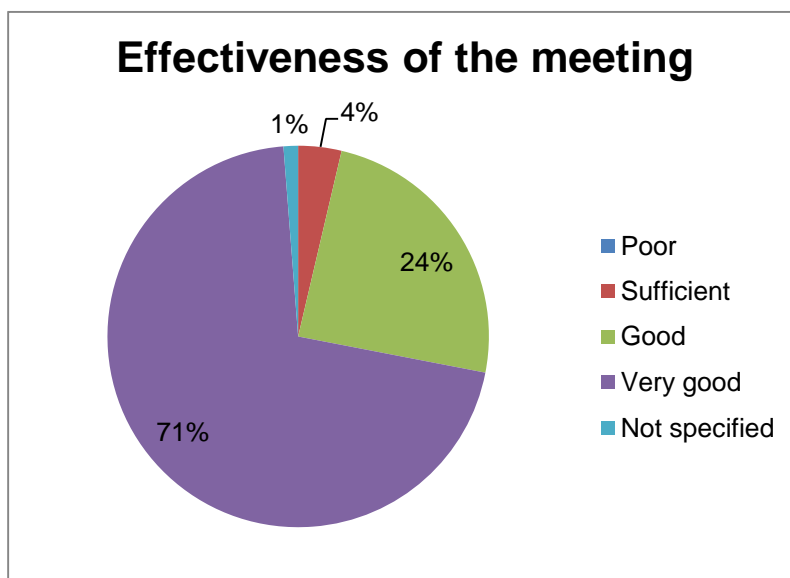
The third indicator regarded the meeting management. 86,6% of the surveyees evaluated the meetings as “well structured, close-fitting the agenda and the topics to be discussed”.



By summing the “good” and “very good” answers, the satisfaction rate raises to 98% thereby well exceeding the 90% satisfaction target set.

A few of the indications given by the partners have helped adjust the meeting agendas so as to give more space to discussion.

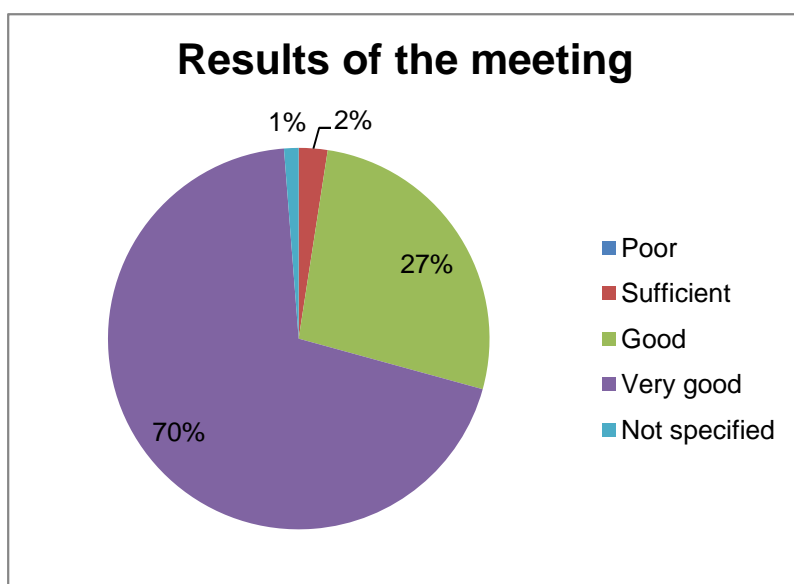
The fourth indicator regarded the meetings effectiveness and the evaluation of the best practices presented.



The survey result exceeded the expectation with a 95% satisfaction rate, as the choice of best practices was regarded as good and very good.

The partners well evaluated the possibility to be introduced to the operators and managers of the practices which gave them the opportunity to value pros and cons of the strategies implemented with no intermediation.

The indicator about the meeting results reported not only high quality of the best practices but also a very good working environment among the partners in terms of exchange and cooperation.



For this reason, the 97% satisfaction with the meetings results is to be ascribed to the very positive working environment and to the possibility of mutual exchange, in terms of chance to express not only those regarded as the positive sides but also the criticalities and the real impact of the practices.

CONCLUSIONS

The project coordinator has acknowledged the positive results evaluated by the partners as regards:

- the project capacity to activate exchange, use experimental tools, support employability (despite the different social and economic contexts), especially of the weaker targets;
- the project capacity to strengthen the existing partnership and further exploit the positive cooperation;
- the opportunity to disseminate quality best practices to be reused in the local contexts.
- It is therefore to be noted that the network has reached a good level of maturity in terms of mutual learning.
-
- In light of these results it would be recommended to continue the collaboration in the future, using the various existing European funding and particularly ERASMUS+.

LINEE GUIDA, INDICAZIONI OPERATIVE E RACCOMANDAZIONI

Il progetto NO-NEETs è stato chiamato a dar luogo a delle REALIZZAZIONI CONCRETE, dei RISULTATI e degli IMPATTI a medio e lungo termine a vantaggio dei vari beneficiari previsti, dei loro sistemi di policy e, più in generale, dei sistemi locali, nazionali ed europei che si pongano nell'ottica di ridurre la problematica dei giovani NEETs e delle relative conseguenze attraverso l'innovazione dei propri sistemi di lifelong learning.

Il primo e più significativo traguardo che il progetto si proponeva di perseguire era quindi quello di produrre APPRENDIMENTO ISTITUZIONALE, ovvero rendere in grado i decisori e gli attori protagonisti delle policy a favore dell'inclusione sociale e professionale dei giovani NEETs, di acquisire nuove consapevolezze sulle caratteristiche del fenomeno, delle sue cause e delle sue conseguenze; nonché di renderli in grado di affrontarlo con efficacia ed efficienza, forti del valore (luci e ombre) delle filosofie, degli strumenti, delle metodologie, delle tecniche messe in atto da altri attori a livello di diversi Stati membri, sia laddove il fenomeno sia poco rilevante, sia laddove il fenomeno assuma caratteristiche e rilievi significativi.

Il secondo e conseguente fine era quello di “diffondere” le consapevolezze e gli apprendimenti acquisiti, a livello sia locale sia nazionale sia europeo.

Per rendere più facilmente metabolizzabile, memorizzabile e potenzialmente trasferibile l'apprendimento fra pari conseguito, risulta ora indispensabile che questo sia in qualche maniera anche SCHEMATIZZATO, SINTETIZZATO e reso FRUIBILE in modo semplice ed immediato da una pluralità di stakeholders sia che compongano il partenariato o che siano estranei a questo.

Ecco quindi che al termine dei processi di apprendimento mediante la mobilità dei rappresentanti dei singoli partner e dopo una attenta rilettura delle varie fasi di peer review e delle indicazioni emergenti da queste, è possibile strutturare una serie di CONSIDERAZIONI a valenza ovviamente diversificata, ritenute importanti per il perseguimento delle finalità ricordate.

Queste considerazioni sono classificate in linee guida, indicazioni operative e raccomandazioni, elaborate dal lead partner e condivise nel meeting finale del progetto.

Dal punto di vista semantico il significato dei tre costrutti merita un chiarimento, al fine di evitare delle interpretazioni potenzialmente distorte.

Per LINEE GUIDA si intendono delle macro opzioni, anche a livello di scenario o di sistema, che si suggeriscono di adottare per affrontare opportunamente la problematica ovvero per rendere più efficaci le indicazioni più concrete che si propongono.

Per INDICAZIONI OPERATIVE si intendono le metodologie, gli strumenti, le azioni progettuali che si ritengono valide a prescindere dai condizionamenti che inevitabilmente ogni contesto di riferimento determina. Sono anche quei segmenti di best practices che si ritengono “trasferibili” in quanto “valide a prescindere” dai presupposti istituzionali, normativi, economici, sociali in cui ogni operatore di policy è chiamato ad intervenire.

Per RACCOMANDAZIONI non si intendono infine delle indicazioni “più o meno vincolanti” attraverso le quali una Organo giuridicamente sovraordinato definisce quelli che dovrebbero essere scopi, finalità e strumenti opportunamente utilizzabili per affrontare una determinata tematica o problematica ma, a livello più operativo delle “avvertenze”, comportamenti o scelte da operare connesse a determinate metodologie, o strumenti o

dispositivi di cui si è suggerito l'impiego a livello di indicazioni operative. Questo per evitare rigidità di sistema, eccessive onerosità oppure dei risultati inattesi o distorsivi.

Per dare “valore” ad ogni fase del processo di apprendimento sviluppato nei diversi contesti in cui i singoli Staff Training Event (STE) sono stati sviluppati nel corso del progetto, si è cercato di trarre dall'esperienza di ogni partner alcune linee guida caratterizzanti a cui conseguono delle possibili indicazioni operative e connesse raccomandazioni.

Si è cercato di non riprodurre delle linee guida o indicazioni operative o raccomandazioni anche qualora fossero desumibili da esperienze analizzate e studiate in fasi successive, qualora fossero già state codificate in precedenza.

1) JOINT STAFF TRAINING EVENT DI HERTOGENBOSCH (NL)

LINEE GUIDA

- a) i percorsi di formazione e reinserimento sociale/lavorativo devono svilupparsi con un FORTE CARATTERE DI PERSONALIZZAZIONE (TAYLOR MADE);
- b) la formazione professionale ordinaria è strumento perlopiù INSUFFICIENTE e a volte anche INUTILE per la riattivazione di beneficiari fuoriusciti da percorsi educativi o formativi ordinari;
- c) azioni destinate al recupero di COMPETENZE OPERATIVE LEGATE ALLA CREATIVITA', ALL'ARTE E ALLA CULTURA IN GENERALE sono spesso significative per il recupero di autostima e spirito di auto imprenditorialità personale;
- d) l'INSERIMENTO IN ATTIVITA' LAVORATIVE AVENTI NATURA SEMIASSISTITA di contenuto semplice, ripetitivo ma con una forte INTERAZIONE DI GRUPPO E SUPPORTO ALL'AUTOAPPRENDIMENTO possono rivelarsi importanti per il recupero dei soggetti beneficiari mai entrati nel mercato del lavoro o che vi sono fuoriusciti da lungo tempo.

INDICAZIONI OPERATIVE

- 1. l'attivazione di percorsi personalizzati richiede una ricorsiva valutazione e verifica degli interessi e delle competenze in evoluzione;
- 2. risulta spesso CRUCIALE L'ATTIVAZIONE DI PERCORSI DI COACH e nello specifico anche di LIFE COACH creando una stretta simbiosi fra il coach e il beneficiario;
- 3. anche la valorizzazione di STRUMENTI LABORATORIALI è spesso efficace per la riappropriazione di autostima, emersione di emozioni, valorizzazione dello spirito creativo;
- 4. molto valido ed apprezzato dai giovani lo sfruttamento di tecniche di APPRENDIMENTO DI STILI DI RELAZIONE E RAFFORZAMENTO DEL SE' DA SVILUPPARE IN CONTESTI OUTDOOR FORTEMENTE SFIDANTI;
- 5. l'azione job shadowing in lavori semplici a contatto con la natura e con l'aiuto/affiancamento di operatori abili alla rimotivazione ed al sostegno individuale può risultare particolarmente efficace. Opportuna in questo ambito potrebbe essere la costituzione di team multidisciplinari.

RACCOMANDAZIONI

- 1. cruciale è la formazione delle figure dei coach che vengono impiegati nei processi di riattivazione. Dovrebbero trattarsi di soggetti non necessariamente con elevate competenze di analisi psicologica ma che siano invece soprattutto in grado di esercitare con decisione e carattere un ruolo di guida;
- 2. è opportuno evitare la standardizzazione dei percorsi e precodificare delle durate, soprattutto per le fasi di laboratorio;
- 3. l'accesso agli strumenti di supporto dovrebbe essere volontaria e libera, con delle opzioni di salvaguardia e di possibile recupero;

4. gli inserimenti professionali in contesti semiassistiti dovrebbero avere durata limitata, in ragione alle caratteristiche individuali del beneficiario, evitando il permanere di soggetti ancorché fragili in strutture non aperte al mercato;
5. target group complessi richiederebbero strumenti di intervento per una adeguata professionalizzazione piuttosto flessibili ed articolati;
6. la collaborazione con le istituzioni scolastiche potrebbe risultare uno strumento “vincente”;
7. risulterebbe essenziale far sì che gli strumenti di intervento non isolassero i beneficiari dal sistema “mercato” e da un progressivo approccio con gli strumenti ordinari di formazione e politica del lavoro;
8. un lavoro con le famiglie dei partecipanti potrebbe e risultare utile;
9. è importante valutare i risultati a medio e lungo periodo e non solo immediati dei percorsi proposti ed attuati;
10. dovrebbe essere evitato un possibile effetto stigmatizzante a danno dei partecipanti;
11. il programma individuale delle persone prese in carico deve durare il più a lungo possibile.

2) JOINT STAFF TRAINING EVENT DI BERLINO (D)

LINEE GUIDA

- a) le COMUNITA' E LE RETI DI COOPERAZIONE fra vari attori sia pubblici che privati possono essere dei validi terreni di coltura di sensibilità e di rinforzo dell'autostima, anche attraverso il recupero del senso dell'utilità personale riconosciuto;
- b) LA MOBILITA' può essere vettore di apprendimento soprattutto se indirizzata verso contesti di inserimento RICCHI ED ARRICCHENTI, che privilegino metodologie di alternanza e di apprendimento in apprendistato.

INDICAZIONI OPERATIVE

- 1. particolarmente indicato valorizzare lo strumento del VOLONTARIATO, ASSISTITO E GUIDATO, dedicato a sostenere forme di difficoltà dei diversi target della comunità diverse da quelle vissute dai ragazzi coinvolti;
- 2. l'APPRENDISTATO può essere strumento di risoluzione delle problematiche (sofferenze) connesse a percorsi esclusivamente legati ad un apprendimento astratto e decontestualizzato.

RACCOMANDAZIONI

- 1. è opportuno che i ragazzi in volontariato siano ACCOMPAGNATI DA UN TUTOR che ne guidi l'agire, ne consenta un'azione efficace ed una capacità opportuna di autodiagnosi;
- 2. l'avvio di comunità e di reti dovrebbe richiedere tempo, sensibilità e step di verifica progressivi;
- 3. se le comunità e reti nascono e si sostengono sulla base della buona volontà di una sola persona, occorrerebbe evitare che le esperienze avviate muoiano con l'allontanarsi di tale figura;
- 4. risulterebbe indispensabile che le reti siano ben coordinate e presidiate al fine di evitare possibili forme di disagio nei confronti di chi le valorizza;
- 5. si dovrebbe evitare il rischio che le competenze fornite nelle comunità risultassero scollegate con i fabbisogni emergenti dal mercato del lavoro;
- 6. risulterebbe necessario che i partecipanti ad azioni di reti di supporto si riuniscano con i loro team di supporto con periodicità frequente;
- 7. aspettative, disposizioni, atteggiamenti e competenze dei soggetti associati a progetti di rete dovrebbero essere analizzate prima di un loro inserimento, evitando degli investimenti inappropriati;
- 8. l'apprendistato non dovrebbe essere considerato strumento utile per la riattivazione dei giovani NEETs qualora le cause della loro demotivazione o abbandono non siano connesse a problemi sociali, economici o a disagio educativo (per i target più sfavoriti la formazione in alternanza si pone in termini a volte inappropriati);
- 9. la formazione in alternanza va ad intercettare i bisogni concreti delle imprese e dovrebbe creare quindi i presupposti per un'occupabilità elevata e per un'occupazione stabile;

- 10. la formazione in apprendistato di giovani provenienti dall'estero non dovrebbe portare al rischio di fenomeni di ghettizzazione;
- 11. i percorsi di apprendistato dovrebbero essere attivati e monitorati anche dai centri per l'impiego;
- 12. i percorsi di mobilità in apprendistato all'estero dovrebbero prevedere ovviamente una fase piuttosto intensa di preparazione linguistica.

3) JOINT STAFF TRAINING EVENT DI BARCELONA (E)

LINEE GUIDA

- a) per favorire il contrasto al fenomeno dei giovani NEETs può risultare utile creare degli SPAZI DI FIDUCIA a livello di COMUNITA' URBANE O RURALI, che si facciano carico di risolvere tutte le problematiche che causano o che risultano conseguenza del fenomeno NEETs. Questo significa spesso necessariamente agire a vantaggio delle famiglie di provenienza dei ragazzi (soprattutto se queste versano in condizioni di povertà o di mancanza di reti sociali);
- b) gli spazi di fiducia devono anche prevedere dei percorsi di primo approccio al lavoro e di sostegno all'inserimento lavorativo;
- c) le realtà della COOPERAZIONE SOCIALE e del VOLONTARIATO sono da considerarsi quali ambienti privilegiati per consentire contestualmente AZIONE SUL TERRITORIO E SULLE PERSONE, nonché di prima socializzazione ed orientamento al lavoro dei soggetti svantaggiati;
- d) se il fenomeno di un elevato tasso di NEETs si verifica in aree rurali "povere di occasioni" lavorative e in fase di spopolamento, risulta opportuno intervenire sui vari fenomeni con azioni più complessive di sostegno allo sviluppo economico di tali aree.

INDICAZIONI OPERATIVE

- 1. qualora si ricerchi la costruzione di SPAZI DI SOCIALITA' per i ragazzi e le loro famiglie è importante avvalersi di team di specialisti educatori, educatori sociali, assistenti sociali, tutor di laboratorio e, qualora necessario e possibile, con tutor dell'alternanza anche a livello di impegno a titolo di volontariato;
- 2. il contrasto al fenomeno NEETs, soprattutto in aree rurali deve accompagnarsi a politiche e strumenti di lotta allo spopolamento e alla fuga di energie e di risorse che rendono problematica la nascita o anche la semplice conservazione di realtà di impresa.

RACCOMANDAZIONI

- a) è importante che la comunità – laboratorio di socialità e di educazione sia anche in grado di fornire SUPPORTO EMOTIVO E MOTIVAZIONALE; quindi risulterebbe necessaria una preparazione degli operatori quali tutor "di strada";
- b) risulterebbe importante garantire stabilità e costanza nel finanziamento pubblico da garantire a strumenti che diventino efficaci solo se conosciuti ed agiti con continuità;
- c) risulterebbe essenziale la disponibilità di numeroso personale volontario, anche da individuare in percorsi di servizio civile europeo;
- d) si dovrebbero evitare il rischio che si dia luogo a lavoro sottopagato mascherato da collaborazioni a titolo di volontariato;

- e) è importante che gli SPAZI veicolino i ragazzi in grado di prendervi parte, verso percorsi di maggior specializzazione ed approfondimento professionale;
- f) risulterebbe essenziale agganciare i percorsi di formazione curati con degli efficaci sistemi di certificazione delle competenze acquisite;
- g) è importante una stretta relazione fra percorsi svolti in volontariato, con le competenze acquisite, e domanda di lavoro espressa dalle imprese e veicolata anche dai centri per l'impiego;
- h) nelle aree rurali i dispositivi per contrastare il fenomeno NEETs dovrebbero accompagnarsi a strumenti di sostegno al rientro delle risorse umane, economiche e strumentali idonee a favorire uno sviluppo più complessivo a livello economico, sociale e culturale idoneo anche a far riprendere la domanda di lavoro a livelli adeguati;
- i) in aree caratterizzate da deprivazione risulta spesso rilevante investire nel "rientro di cervelli" che possa sostenere l'avvio o la conservazione di imprese sul territorio.

4) JOINT STAFF TRAINING EVENT DI TORINO (I)

LINEE GUIDA

- a) la riattivazione e l'inserimento o reinserimento dei giovani NEETs nelle politiche del lavoro e nei percorsi ordinari di formazione richiedono uno sforzo consistente DA PARTE DEI SERVIZI DI ORIENTAMENTO;
- b) analoga attenzione deve essere riservata ai servizi, anche dedicati, di incontro DOMANDA E OFFERTA DI LAVORO, almeno a favore dei giovani NEETs che risultino concretamente occupabili e che quindi debbano la loro condizione di NEETs solo o prevalentemente a problemi di matching. Molto utili risultano i momenti di presentazione pubblica, da un lato delle richieste delle imprese e dall'altro delle competenze e interessi dei giovani potenziali lavoratori;
- c) il riavvicinamento dei giovani alla scuola ed alla formazione può passare attraverso processi di riattivazione e rimotivazione nonché di acquisizione di profili di autonomia personale, processi sostenuti da diverse metodologie "prossime" alle sensibilità dei giovani, la creazione di comunità, lo sport, ecc.;
- d) possono essere attivate diverse tipologie di sperimentazione in ordine a nuovi strumenti e metodologie di approccio ai giovani NEETs ma i risultati di queste devono essere rilevati e le pratiche devono essere disseminate e messe a sistema, pena la perdita di notevoli energie ed esperienze.

INDICAZIONI OPERATIVE

- 1. i bisogni di orientamento e di incontro domanda offerta di lavoro meritano, per i giovani, e per i giovani NEETs in particolare, dei momenti e delle risorse AD HOC (DEDICATE);
- 2. gli strumenti da utilizzare possono essere i più diversi ma richiedono PERSONALE QUALIFICATO e programmi di ADDESTRAMENTO PERIODICO delle competenze degli operatori;
- 3. i servizi richiamati devono essere garantiti non solo in sedi urbane ma anche in altre aree del territorio regionale;
- 4. i servizi di individuazione e trattazione di soggetti giovani con caratteristiche di debolezza devono essere caratterizzati da approcci multisettoriali (scuola, formazione, salute, ricerca del lavoro ecc.) multidisciplinari e multiservizio (centri per l'impiego e servizi di welfare).

RACCOMANDAZIONI

- a) si dovrebbero prevedere dei momenti strutturati di scambio di buone pratiche fra le strutture appartenenti ad una stessa entità istituzionale;
- b) la valorizzazione della comunicazione e l'impiego di diversi canali e strumenti per questa risulta indispensabile per intercettare target di età, abitudini ed attitudini diverse. Particolarmente utile può rivelarsi l'utilizzo di social media e, per i giovani, l'utilizzo di metodologie "amiche";
- c) le azioni di comunicazione e di IDO dovrebbero essere coordinate a livello territoriale e a livello istituzionale;

- d) per gli strumenti di orientamento dovrebbero essere privilegiate delle modalità di approccio personalizzato, con tempi e luoghi di realizzazione dei connessi servizi non codificati;
- e) servizi di orientamento e incontro domanda offerta personalizzati richiedono una rilevante disponibilità di personale qualificato con specifico riferimento almeno al target interessato;
- f) la potenziale rilevante numerosità di utenti induce al rischio di standardizzare delle risposte e far ridurre la qualità dell'offerta proposta.

5) JOINT STAFF TRAINING EVENT DI TORINO (I) CON ESPERIENZE DI LUGANO (CH)

LINEE GUIDA

- a) il sostegno allo sviluppo ed all'operatività concreta e "sul mercato" di imprese sociali di inserimento lavorativo può essere un investimento particolarmente efficace per garantire l'attivazione di soggetti giovani fragili confrontati con compiti lavorativi concreti e favorendo nel contempo il recupero delle competenze di base, l'orientamento e la riattivazione di capacità progettuali, ai fini di reinserirsi in una formazione di base;
- b) risulta importante che le imprese sociali così indirizzate siano in grado di costituire ed animare attorno a loro delle reti di operatori sia pubblici che privati;
- c) lo sviluppo di esperienze simili va considerato complementare e parte di un lavoro di rete, in un'ottica di partenariato pubblico-privato, che caratterizza il contesto locale.

INDICAZIONI OPERATIVE

- a) uno dei settori ritenuti utili per l'azione delle imprese sociali è quello dei servizi alla persona pur nella sua variegata possibile composizione;
- b) le imprese sociali possono anche essere utile contesto per preparare l'inserimento in una formazione di apprendistato duale, a misura delle risorse cognitive ed esperienziali che il soggetto è in grado di mettere in campo;
- c) strumenti quali il job orientation e job coaching sono spesso particolarmente utili per conseguire risultati di successo;
- d) anche il rinforzo delle competenze di base può essere utile, qualora veicolato in contesti che non ricalchino gli stili scolastici;
- e) le imprese sociali possono anche strutturarsi in termini di comunità nella misura in cui lo svantaggio presente o potenziale risulti particolarmente rilevante e il distacco da un mondo che induce alla devianza possa risultare imprescindibile (con una completa presa in carico degli utenti).

RACCOMANDAZIONI

- 1) L'impresa sociale, che prevede l'interazione fra soggetti lavoratori "esperti" e giovani fragili risulta occasione di socializzazione ed orientamento lavorativo nel momento in cui sia individuata una figura o dei team di riferimento per i giovani neo inseriti;
- 2) sarebbe importante che la permanenza in imprese sociali sia comunque limitata nel tempo, prevedendo un progressivo accesso ad un mondo non protetto ed in contesti lavorativi del tutto ordinari;
- 3) risulta importante, soprattutto se l'impresa è anche comunità di terapia o di prevenzione per i soggetti che presentano problematiche complesse anche dal profilo psicologico, che l'approccio allo svantaggio risulti multidisciplinare;
- 4) prima di una presa in carico, parziale o completa, risulta essenziale quantomeno un colloquio ed una indagine motivazionale del candidato.

6) JOINT STAFF TRAINING EVENT DI TOLEDO (ES)

LINEE GUIDA

- a) per evitare problematiche come quelle rappresentate da elevati livelli di NEETs risulta indispensabile una azione forte e convincente ancora a livello scolastico, riducendo i fenomeni di disagio educativo e dell'abbandono precoce con azioni di accompagnamento, supporto e incentivazione;
- b) altrettanto efficace è la valorizzazione di strumenti di educazione e formazione esperienziale in azienda, valorizzando strumenti di tirocinio, apprendistato ed in generale di alternanza;
- c) accanto ad azioni di carattere "preventivo" sono particolarmente utili delle strumentazioni di "seconda opportunità" rivolte anche e specificamente ai giovani, dedicate in primis all'appropriazione o riappropriazione di competenze di base;
- d) l'occupazione, anche giovanile, si promuove soprattutto attraverso politiche di sostegno allo sviluppo delle imprese quali fonti di domanda di lavoro;
- e) nelle aree rurali risulta particolarmente utile rafforzare politiche di recupero socio-demografico, attraverso tre vettori di sviluppo: la digitalizzazione del territorio, la promozione dell'imprenditorialità nonché l'attenzione da rivolgere a processi di sviluppo sostenibile;
- f) lo sviluppo dell'imprenditorialità giovanile (anche individuale o personale) può riguardare anche realtà di giovani particolarmente svantaggiati o anche disabili;
- g) l'accesso al mercato del lavoro dei giovani disabili può essere favorito anche dalla nascita di Imprese Sociali Inclusive (inclusive entrepreneurship);
- h) nelle aree in fase di spopolamento possono essere efficaci programmi di "ritorno dei talenti" quali catalizzatori di iniziativa e qualità economica.

INDICAZIONI OPERATIVE

- a) la dispersione scolastica e la disoccupazione giovanile si combattono anche implementando strumenti di protezione sociale ed economica delle famiglie in povertà o a rischio di povertà;
- b) risulta importante sostenere l'imprenditorialità anche giovanile attraverso misure di sostegno economico, mentoring e consulenza;
- c) gli incentivi all'assunzione possono risultare di particolare efficacia ove i margini aziendali non risultino particolarmente elevati;
- d) è indispensabile che le fasi possibili di SENSIBILIZZAZIONE, FORMAZIONE, MENTORING, INCUBAZIONE ED IMPULSO delle imprese nate per occupare soggetti fragili, mediante anche la loro diretta imprenditorialità, siano accompagnate da professionisti esperti, specificamente formati allo scopo;
- e) programmi di "rientro dei talenti" richiedono lo sviluppo di condizioni particolarmente allettanti e l'attivazione di figure sia tecniche che di mediazione particolarmente attente e dedicate.

RACCOMANDAZIONI

1. la nascita ed il successo di imprese destinate a soggetti diversamente abili richiederebbe un forte coinvolgimento di tutti gli attori del territorio;
2. colui che aderisce all'impresa inclusiva si sentirebbe particolarmente inserito nel contesto economico, sociale, professionale e comunitario se la sua partecipazione risulta attiva e propositiva;
3. le imprese inclusive abbisognano di sostegno pubblico permanente per reggere la concorrenza del mercato;
4. efficienza ed economicità non dovrebbero essere dimenticate nella gestione delle imprese inclusive;
5. risulta indispensabile che, quale conseguenza di programmi per il “rientro dei talenti”, i soggetti rientrati risultino in grado di esprimere e disseminare le competenze di cui risultano portatori e che sono state maturate all'estero;
6. il ritorno dei talenti dovrebbe essere favorito attraverso aiuti economici: all'assunzione, all'imprenditorialità e per le spese di rientro;
7. oltre agli aiuti economici dovrebbero essere previsti anche supporti informativi e di orientamento;
8. quale veicolo promozionale, le storie di successo devono anche essere promosse e pubblicizzate.

7) JOINT STAFF TRAINING EVENT DI NIKOBING (DK)

LINEE GUIDA

- a) molto può essere fatto sia in chiave preventiva che “curativa” con il fattore “formazione” adeguatamente costruito;
- b) NEETs sono spesso o possono diventare di frequente giovani che non sono in grado di seguire un ordinario percorso di educazione, istruzione e formazione, non solo quale conseguenza di situazioni di disabilità ma anche per sindromi piuttosto diffuse quali dislessia, disgrafia, discalculia. Risulta a tal fine necessario creare degli spazi di apprendimento rassicuranti e confortevoli garantendo dapprima l’acquisizione di abilità sociali, fiducia in se’ stessi e senso di fiducia nei confronti delle offerte formative loro proposte. Questo facilita anche lo sviluppo di capacità compensative e di autogestione dei propri limiti da parte dei giovani;
- c) Life e Learning devono considerarsi due aspetti particolarmente connessi, quindi è indispensabile indurre senso di appartenenza, di accettazione e di dignità.

INDICAZIONI OPERATIVE

- a) un ruolo centrale per perseguire le linee guida richiamate è svolto dalle figure degli insegnanti, tutor e consulenti, che devono risultare adeguatamente preparati al compito;
- b) spesso può essere utile accompagnare ai percorsi ordinari anche dei moduli e delle azioni “dedicate” a superare e compensare le varie forme di difficoltà.

RACCOMANDAZIONI

1. garantire i risultati citati risulta particolarmente oneroso perché gli insegnanti devono risultare motivati oltre che adeguatamente preparati;
2. un ruolo chiave può essere giocato dalle tecnologie, in grado di trasformare i processi di insegnamento/apprendimento accattivanti, divertenti, adeguati a colmare o compensare i gap dei partecipanti alle azioni formative;
3. l’accesso ai percorsi di supporto dovrebbe essere libero, a scelta volontaria e gratuito;
4. i moduli suppletivi dovrebbero prevedere piccolissimi gruppi di partecipanti ed un massiccio utilizzo di nuove tecnologie digitali;
5. i percorsi dovrebbero essere destinati ad addestrare le persone all’utilizzo di app e altri strumenti informatici al fine di sopperire ai gap funzionali sia in ambito istruzione, sia in ambito lavoro che di vita quotidiana;
6. risulta utile la fruizione di analoghi strumenti anche da parte di datori di lavoro.

8) JOINT STAFF TRAINING EVENT DI TRENTO (I)

LINEE GUIDA

- a) i giovani NEETs compongono un gruppo del tutto disomogeneo per conoscenze, abilità, attitudini, motivazioni e condizioni economiche, sociali e personali. Risultano quindi poco opportuni ed efficaci degli strumenti di risposta standardizzata;
- b) spesso risulta addirittura difficile intercettare i giovani NEETs (che si sottraggono, a seguito di scoraggiamento, agli strumenti di intervento e alle strutture di intervento ordinarie) il primo problema è quindi individuarli e riuscire ad raggiungerli con messaggi chiari, ma anche invitanti/provocanti;
- c) gli strumenti ordinari di politica attiva del lavoro: formazione, orientamento, supporto al matching domanda/offerta, non sono solo inefficaci verso i giovani NEETs scoraggiati ma addirittura a volte provocano rifiuto, fuga quando non repulsione;
- d) spesso sono utili strumenti di ROTTURA con il proprio mondo, il proprio modo di vivere o sopravvivere anche attraverso esperienze “sfidanti” quali periodi di tirocinio guidato all'estero.

INDICAZIONI OPERATIVE

- a) risulta spesso indicata a favore dei NEETs una figura di MENTORE, che si faccia carico delle problematiche del giovane a tutto tondo, in relazione con i servizi del territorio e gli strumenti ordinari di intervento;
- b) non risulta efficace “attendere il giovane” in un Centro, deve invece essere individuato e raggiunto lì dove passa le sue giornate ed esercita le sue attività;
- c) il legame con la scuola da cui i drop-out potenziali NEETs provengono può risultare cruciale per evitare che l'abbandono si cronicizzi;
- d) acquisire una conoscenza linguistica, con metodi non tradizionali, spesso aiuta a ricostruire un metodo di studio e di apprendimento.

RACCOMANDAZIONI

- 1. le figure di mentore dovrebbero essere adeguatamente formate e si deve assolutamente evitare di confondere le prestazioni che tale figura può offrire con quelle di un coach o addirittura di un counsellor;
- 2. si dovrebbero evitare dei contesti di intervento eccessivamente formali;
- 3. si dovrebbero evitare degli strumenti di profiling standardizzati, soprattutto se questi mettono in luce soprattutto carenze o inadeguatezze;
- 4. i progressivi acquisiti nelle capacità di problem solving sono di rafforzamento dell'autostima molto più forti che eventuali successi connessi ad apprendimenti di competenze più tecniche.

ANALISI FINALE DI QUALITA' –NO NEETS

Il presente Rapporto rappresenta il previsto strumento di valutazione finale dei vari indicatori di qualità del progetto. L'attività di analisi e somministrazione dei questionari di gradimento è stata svolta singolarmente dopo ogni JSTE (momento di apprendimento e di scambio). Lo strumento di rilevazione della qualità è servito anche al lead partner per poter misurare i traguardi raggiunti, le criticità e le opportunità di miglioramento nella gestione e nell'organizzazione dei momenti di condivisione e apprendimento reciproco.

Riportando uno stralcio di quanto previsto a progetto:

“Il presente Piano (di gestione) della qualità (d'ora in poi: PDQ) è, come anticipato, lo strumento che **individua il campo specifico d'azione del valutatore interno** del Programma (ruolo assunto dal Coordinatore in quello più ampio di coordinamento dell'attività) e ne definisce gli oggetti ed i confini. In altri termini, il PDQ è lo strumento attraverso il quale individuare quali variabili saranno oggetto di monitoraggio e valutazione da parte del valutatore interno, quali metodi (strumenti, tecniche) verranno utilizzati per ricostruirli e valutarli, nonché quali *standard* (termini di confronto) verranno impiegati per la loro valutazione. Va peraltro sottolineato come il PDQ non produce “in automatico” la valutazione bensì la rende possibile mettendo a disposizione del valutatore e degli *stakeholder* di progetto sia evidenze quanti-qualitative circa l'avanzamento realizzativo del Programma sia elementi di confronto per *dare valore* e significato alle evidenze stesse.”

In linea con quanto previsto sono stati valutati e misurati in maniera quantitativa i seguenti campi:

- metodologia e tempestività di avviso per la convocazione dei meeting, unitamente all'invio del materiale preparatorio;
- aspetti logistico-organizzativi;
- gestione dei meeting;
- efficacia dei meeting;
- risultati dello scambio di buone pratiche.

Ad integrazione dei summenzionati campi è stata data possibilità al partenariato di integrare la rilevazione con note o osservazioni pertinenti.

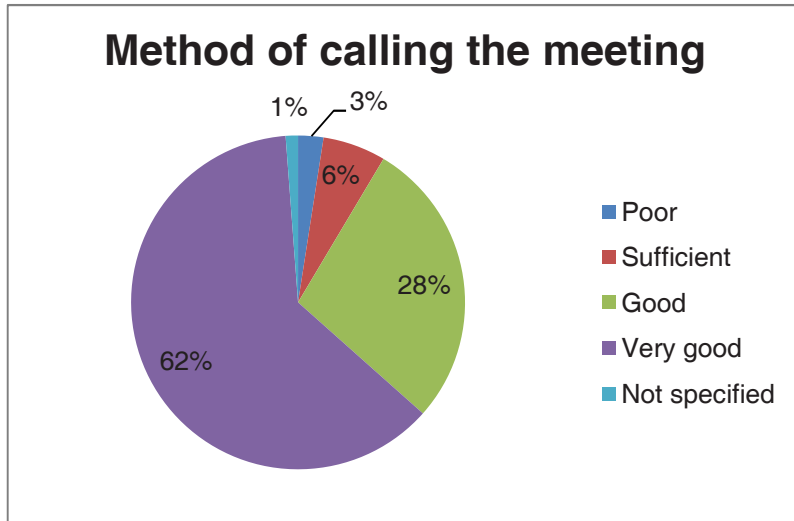
Inoltre, in maniera complementare alla logiche della metodologia della peer review, è stato chiesto a partire dal terzo meeting di integrare il questionario con dei cosiddetti “*flash feed-back*”. Il motivo del cambiamento è nato dalla necessità di sondare a caldo, durante i momenti di tavola rotonda, la percezione della qualità circa le buone pratiche sperimentate. Tali indicazioni sono servite nella definizione delle considerazioni o linee guida finali integrate nella presente pubblicazione.

Relativamente alle caratteristiche delle riunioni era stato richiesto che almeno il 90% dei partecipanti risultassero soddisfatti (abbastanza/molto) delle seguenti caratteristiche dell'incontro:

- modalità di convocazione;

- aspetti logistici e organizzativi;
- modalità di gestione delle riunioni;
- efficacia del meeting;
- esiti delle riunioni (efficacia dell'incontro).

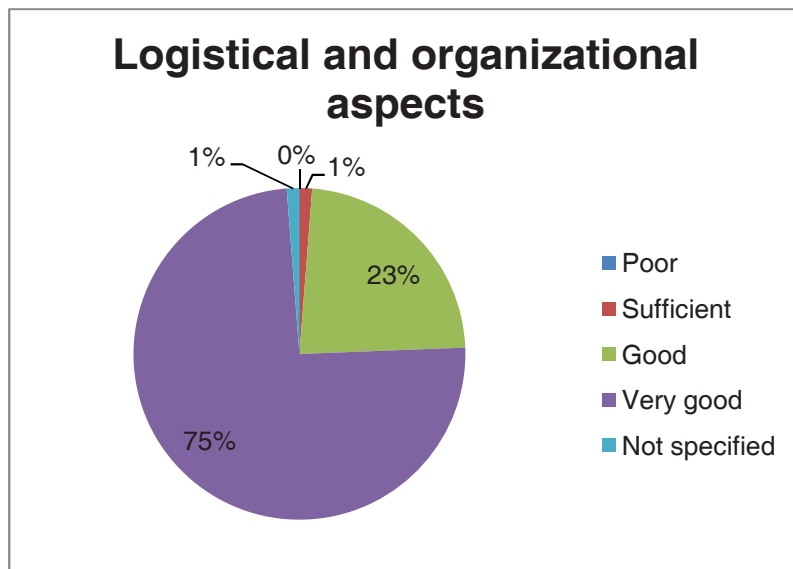
Il primo punto “metodo di convocazione”, come constatabile dal grafico sottostante, ha



raggiunto la quota del 90% sommando la valutazione “Good” e “Very good”.

In alcune fasi, in particolar modo nei primi incontri, sono state registrate alcune difficoltà dovute alla calibratura dei tempi necessari all'organizzazione dei meeting e la conseguente attivazione ed organizzazione degli eventi da parte dei partner.

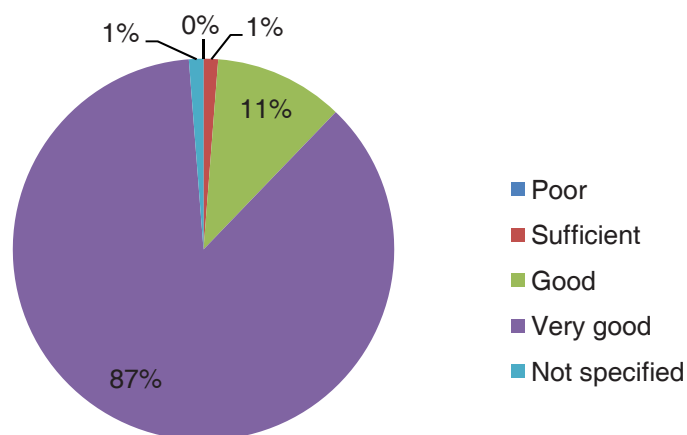
Relativamente agli aspetti organizzativi e logistici dei meeting si è riscontrato un giudizio generalmente più che positivo. Oltre il 95% degli intervistati ha ravvisato un'ottima



organizzazione, scelta delle location e delle modalità di spostamento tra le varie realtà di best practice. Alcuni interventi hanno sottolineato anche la necessità di definire agende di lavoro non troppo fitte che permettano la discussione ed il confronto plenario tra i pari.

Il terzo indicatore riguardava la gestione dei meeting. Per una percentuale pari a 86,6% i meeting sono stati valutati come “ben strutturati, tenendo conto dei punti in agenda e

Management of the meeting

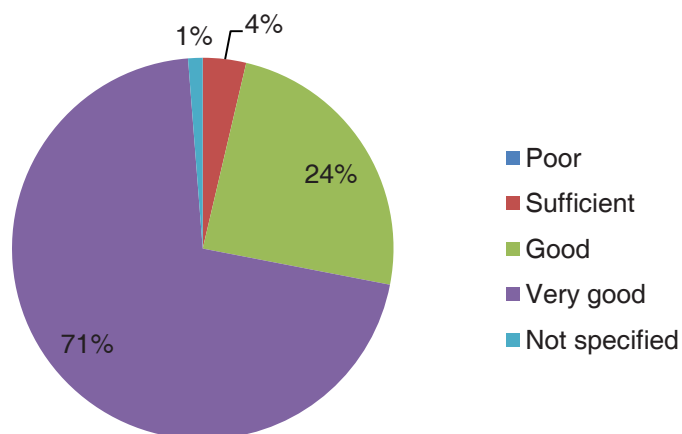


rispettando quanto indicato nella lista degli argomenti da trattare. Anche in questo caso sommando le valutazioni “good” e “very good” si rispetta l’indicatore limite del 90%, assestandosi a 98%.

Alcune indicazioni sono servite anche per calibrare in maniera più adeguata le agende dei meeting rendendole più snelle e cercando di favorire i momenti di confronto e discussione.

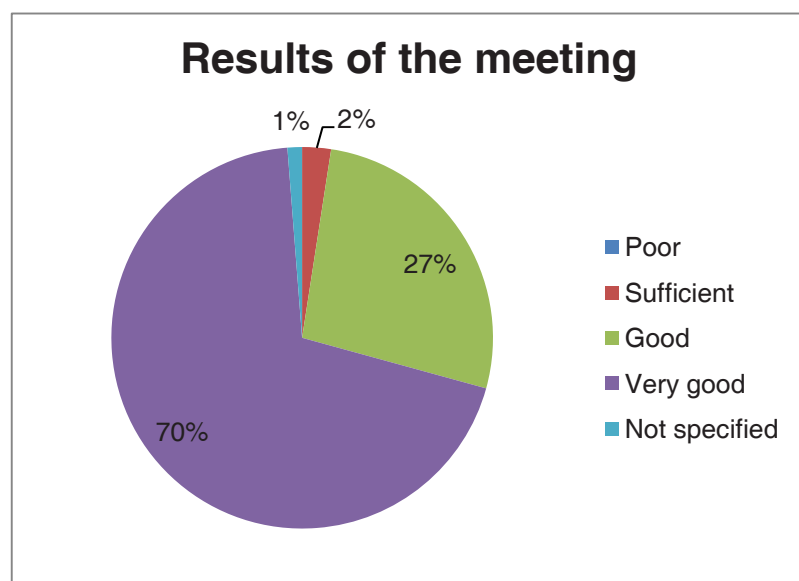
Con il quarto indicatore è stato chiesto al partenariato di valutare l’efficacia del meeting e la valutazione degli interventi presentati. Come era auspicabile il risultato ottenuto si è

Effectiveness of the meeting



assestato al 95% di valutazione positiva o molto positiva. Interessante registrare i commenti del partenariato che hanno sottolineato l’importanza di poter dialogare con i gestori e promotori delle buone pratiche, in maniera da poter valutare e sentire in maniera disintermediata pregi e criticità dell’implementazione delle strategie adottate.

Il misuratore relativo ai risultati del meeting ha permesso di rilevare non solo la bontà delle buone pratiche ma anche la qualità dell'ambiente di confronto all'interno del partenariato.



Per tale motivo si ritiene che il 97% di valutazioni positive o molto positive sia dovuto anche al clima di lavoro ed alla facilità di confronto, inteso come possibilità di esprimere non solo giudizi positivi ma anche criticità e dubbi circa il reale impatto delle buone pratiche visitate.

CONCLUSIONI

Il coordinatore di progetto prende atto del condiviso giudizio positivo o molto positivo espresso dal consorzio di progetto circa:

- la capacità nell'attivare lo scambio, nel poter utilizzare gli strumenti sperimentati in questo progetto, nell'affrontare e supportare, seppur in contesti socio-economici differenti, nonché l'occupabilità, la rioccupazione dei lavoratori in particolar modo di quelli in condizioni di fragilità.
- La volontà di potenziare il partenariato esistente e ottimizzare la collaborazione instaurata.
- L'opportunità di dare risalto e disseminare le buone pratiche esemplari e maggiormente replicabili nei contesti locali.

Si rileva quindi che la rete ha raggiunto un livello di "maturità" importante tale da poter prospettare e auspicare ulteriori momenti di reciproco scambio e apprendimento.

Alla luce dei risultati e delle volontà espresse dagli attori che compongono il partenariato sarebbe importante dare seguito alla collaborazione, utilizzando gli strumenti di finanziamento messi a disposizione a livello europeo ed in particolare da ERASMUS+.

SOME MOMENTS AT THE MEETINGS



KICK-OFF MEETING IN TRENTO - 19/01/2018



LUGANO -FINAL MEETING - 6-8/05/2019

