



YOUNG PEOPLE WITH VALUES

THE EUROPEAN APPROACH

YOPEVA R1.1

'Jove Amb Valor'

Good Practice

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1. Introduction

This report has been developed in the context of the YoPeVa project: Young people with values. The aim of the project is to elaborate a European training program for young people out of the educational and labour structures and standards, providing them with a solid value system, the adequate skills and the competences to become integrated into the labour market or to re-join the educational path.

The strategic objective of the project is to analyse, improve, scale-up and disseminate the ‘JOVE AMB VALOR’ good practice, to create the ‘Young People with Value’ model at European level.

A first step in this process is to describe the existing good practice ‘Jove Amb Valor’ in detail, to analyse the good practice (ask regional stakeholders from all countries about their opinion on the good practice), to evaluate other existing good practices in the regions (to define success factors that need to be incorporated in the European model) and to come to a full description and analysis

of the 'Jove Amb Valor' good practice with the elements from the partners' experiences and knowledge.

2. Initial description 'Jove Amb Valor'



Analysis of the good practice

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Jove Valor has its roots in Brazil. Renapsi has developed the Brazilian program Jovem Aprendiz already 27 years ago. The Brazilian experience has benefitted more than 50,000 young individuals at risk of social exclusion. Since 2017 it has been implemented in Barcelona, Spain as well, and we are now trying to develop it further into a European model.

Jove Valor is a job integration project targeted at youngsters in a vulnerable position. Through the project, they put into practice and enhance their abilities and skills.

Participants are offered a paid contract for a duration of six months to a year, in which a professional training is combined with a work experience and mentoring.

You can find the description by double clicking on the image above, or in Annex B.

3. Analysis of 'Jove Amb Valor'

To analyse the good practice of 'Jove Amb Valor' all project partners have asked stakeholders from their own regions (Portugal, Spain, Italy, The Netherlands, Romania, and Sweden) about their professional opinions on the good practice. To make sure that the professional views from all relevant (potential) key actors were

represented, each partner has started this process with identification of the key actors. After that, each partner has interviewed at least one person from each stakeholder group. The results of this stakeholder identification and consultation can be found in the next chapters (3.1 and 3.2).

3.1 Stakeholder identification

Each partner has identified the key actors which would be involved when a good practice like 'Jove Amb Valor' would be implemented in their region. Besides identifying the key actors, we have also described what the role would be of such key actor and why that actor is so important. This resulted in the following table, where you can find the identified key actors summarised per country.

Country	Key actor	Typology	Role
SPAIN	The Catalonia Occupation Service –SOC-	PUB.ADMIN.	Funding Set standards/rules Job Promotion Certifies
	Municipalities of Cornellà and El Prat	PUB.ADMIN.	Dissemination Contact with SMEs Provides facilities They offer jobs
	Companies	SME	They offer jobs Active partner Funding Dissemination
	University of Barcelona	UNIV	Evaluation/Analysis
	SAGRES, Fundació Pro-cerrado and Renapsi	NGO/Assoc.	Dissemination
	PIMEC (SME association)	SME	Contact with SMEs
	Trade Unions	UNION	Support actor
	Government of Spain (Ministry of Labour)	PUB.ADMIN.	Legislation framework
	Media (newspapers, social networks)	MEDIA	Dissemination
THE NETHERLANDS	Municipality of Leeuwarden – RMC Friesland Noord	PUB.ADMIN.	Support actor
	Leerwerk loket (Learn and Work Office)	PUB.ADMIN.	Support actor Contact with SMEs
	Friesland College / Friese Poort	VET	VET
	BDF / Inqubator Leeuwarden / Yn Business / VNO NCW Business support	SME	Contact with SMEs They offer jobs
ROMANIA	Local Agency for Employment Suceava (AJOFM)	PUB.ADMIN.	Funding Job Promotion VET
	University of Suceava (USV)	UNIV	Training Dissemination
	Bucovina Institute	NGO/Assoc.	Support actor Training



PORTUGAL	IEFP- Public Institute of Vocational Training	PUB.ADMIN.	Set standards/rules Job Promotion
	Municipalities of Porto, Maia, Gaia, Gondomar	PUB.ADMIN.	Dissemination Contact with SMEs Provides facilities They offer jobs
	Cidade das Profissões (City of Professions)	PUB.ADMIN.	Dissemination Contact with SMEs
	ANJE, AEP, AIP Assoc link to a job/contact	NGO/Assoc.	Dissemination Contact with SMEs
	Companies	SEM	They offer jobs Active partner Funding Dissemination
	VET Schools	VET	VET Provides facilities Contact with SMEs
	Media (newspapers, social networks)	MEDIA	Dissemination
ITALY	Ministry of Labour and social policies - Website)	PUB.ADMIN.	Legislation framework
	Anpal, National Agency for the Active Employment Policies	PUB.ADMIN.	Legislation Implementation
	Public centre for employment in Palermo	PUB.ADMIN.	Job Promotion
	INAPP, National Institute of Public Policy Analysis	PUB.ADMIN.	Evaluation/Analysis
	Unioncamere	SME	Contact with SMEs Analysis Dissemination
	Private agency for job seekers	DISEMM	Job Promotion Contact with SMEs
	VET institutes	VET	VET
SWEDEN	The local Swedish Public Employment Service	PUB.ADMIN.	Contact with SMEs Job Promotion Dissemination
	Department for Working Life in Borås Municipality	PUB.ADMIN.	Legislation Implementation Dissemination
	West Sweden Chamber of Commerce	SME	Contact with SMEs Dissemination
	Swedish National Agency for Education	PUB.ADMIN.	Legislation Implementation Dissemination
	Adult Education Borås VET	VET	VET

PUB.ADMIN = Public Administration, SME = Small and Medium-sized Enterprise(s), VET = Vocational Education and Training, DISEMM = Dissemination, NGO/Assoc = Non-Governmental Organisation/Association, UNIV = University.

The table below is summarising the results, with the key actor groups which were common for most regions. The full description of key actors per country/region, their role and importance, can be found in Annex A.

Key actor group	What is the role of this key actor group?
Municipalities	<ul style="list-style-type: none"> - Financial support - Identification of potential participants - Supports company search - Offers physical space for trainings and workshops - Dissemination of the project - Implementation of the project
Other public bodies that deal with unemployment amongst youth	<ul style="list-style-type: none"> - Identification of potential participants - Support (e.g. financial)
Companies	<ul style="list-style-type: none"> - They offer a job for the participants - They monitor the young people - Financial support through their CSR area - Participating in selection process of participants
VET providers	<ul style="list-style-type: none"> - Support in training - Financial support
Business support organisations / intermediate organisations	<ul style="list-style-type: none"> - Bigger reach to companies - Make the connection between government, education and business
Media	<ul style="list-style-type: none"> - Create more awareness about the projects
NEETs	<ul style="list-style-type: none"> - Participate in the programme - Provide input on their needs/wishes

As can be seen in the table above, there are a number of key functions that are provided by the different stakeholders/actors in each country or setting that need to be there. However, not all countries report on all this set of actors. In a next phase we will check if those actors are really not involved or have been overlooked. Also, after reviewing this identification of key stakeholders, there seem to be at least two missing:

- youth (direct beneficiaries or associations)
- network of abetments/implications with a common goal.

For the final development of the European Model we need to carefully take a look at this.

3.2 Interview outcomes

All partners have been presenting the 'Jove Amb Valor' good practice to the stakeholder groups identified in the last step. Consequently, these key actors have been asked the following questions:

- What is your first impression?
- Are there any things unclear?
- Are there any similar initiatives in place in your region?
- Would the Jove Amb Valor work in your region?
- Could you identify the main barriers and facilitators to implement the Jove Amb Valor in your context?
- What kind of extra information would you need to be able to implement a similar practice in your region?
- What would you consider as the strong points in this good practice?
- What would you consider as weak elements/points of improvement of this good practice?
- What would you change about this good practice if you should/would implement this good practice in your region?

Below the results per question will be summarised.

What is your first impression?

All responses are very positive. Things that are really appreciated:

- The proven impact: the large scale, for a long time, the fact that many of the participants are employed after the program
- Internationalisation of the good practice (increases quality and builds a positive reputation and credibility)
- Participants of the program receive a salary
- Stakeholders see similarities with own programmes, potential for synergy
- Recognise the success formula of combining training and work experience
- Responds to a real need of young people
- Aims to help in a way that the participants immediately improve their employment situation, their training and simultaneously increase the possibilities of labour insertion

- Valuable support of mentor/tutor/counsellor

There are only a few concerns mentioned:

- Permanent employment is very important for young people
- Co-financing is/can be an issue
- Cooperation with schools seems missing

Are there any things unclear?

In general interviewees indicate that all is clear. There is only one 'question' about the details (how participants are being recruited and selected, what role does the company have in selecting the participants and how is the level of the salary set). Also, one time is mentioned that for interviewed companies it is not always clear that the purpose of the program is to offer young people at risk a labour insertion opportunity.

Are there any similar initiatives in place in your region?

In most cases there are similar initiatives. For example, an Italian, national program aimed at improving the chances of people below 29 years to enter the job market. This program defines the profiles of the applicants, with their hard and soft skills, counselling them on the base of their ambitions and needs. After that, it funds an internship of 6 months in any sector, paying the interns on behalf of the employers. Also, in Sweden there are similar practices in place. One example is Yrkestraineer, which is a sort of apprenticeship of 1 year with 75% workbased learning and 25% studies. Each student gets a salary. Also other practices have been mentioned, but it needs further research to see how these practices are related to Jove Amb Valor. In Romania, the SEPAL project is similar. More information on this practice can be found in the description of the good practices.

In the Netherlands, there are also similar practices in place. Or at least practices that are similar to parts of it. The description of these practices can also be found in the good practices (Annex C).

What kind of extra information would you need to be able to implement a similar practice in your region?

A summary of what information key actors would need, to be able to implement a similar practice in the region:

- Identification of the right resources
- More information about the training on transversal skills
- More information on how the orientation sessions are developed

- How long-term monitoring of the insertion process of the young participants is in place
- Information regarding specific cases

One is suggesting to try out the practice in a small setting and using that experience for scaling up a more sustainable model. Furthermore, three interviewees suggest organising a study visit, to see it with own eyes and be able to discuss the program with involved people themselves. Lastly, some more examples from 'graduated' participants would help to show the impact of the good practice and to persuade other stakeholders to get involved in such an initiative.

What would you consider as the success elements in this good practice?

In general, the interviewed stakeholders were able to identify a lot of success elements, according to their opinions. Here a list of the success elements:

- Close cooperation with both companies as well as with the education provider
- An engaging and motivating model
- The holistic approach with soft skills, hard skills, and the socio-psychological situation for the individual.
- Limited time with a clear goal within reach for the participants
- The possibility of combining training with paid work in a company
- The empowerment of young people through professional training, focused very directly on the workplace
- Work field integration
- Learning on the job
- The training and internships adapted to the youngsters
- The improvement of the vulnerable person's occupational percentage
- Open mindedness
- New perspectives → positive impact
- Integration of the target group
- Efficient communication
- High level of available support and training, which prepares the student for his/her working/studying life. The combination of work, learning 'entrepreneurial' skills and practical skills is a very nice one, with lasting impact

What would you consider as weak elements of this good practice?

The weaknesses identified by the interviewed stakeholders are the following:

- The labour market situation is dependent from economic growth or downturn

- The period of time is sometimes short for the participants
- Importance of an individual plan already in a very early stage for each student
- The participation of companies (uncertain due to job market situation)
- The expectations of young people regarding their immediate employment in an occupation without a long-term projection
- Potentially too little funding for the work experiences of young people in companies
- The fact that companies/employers also need to pay (co-financing)
- The legal framework
- Lack of cooperation with schools/other education providers. This practice focuses on fighting symptoms rather than attacking the underlying problem. In school you might be able to identify already youngsters at risk, and be able to take appropriate action before they drop-out and become NEETs.

Also, some elements were identified as weak not specifically in the case of Spain, but related to the limitations/problems when implementing the good practice in other regions (with different characteristics):

- Uncertain how it would work in sparsely populated areas with long distances between employers and participants
- Uncertain how it would work in economical deprived areas
- Uncertain how it would work in areas with limited number of bigger companies. In small companies there are potentially not enough resources and/or there is no need for trainings of employees (NEETs in this case, especially in administration sector)

What would you change about this good practice if you should/would implement this good practice in your region?

Of course, we have also asked the stakeholders if they would have any suggestions for changes if they would be asked to implement this good practice in their own region. In general it can be said that everyone agrees that the good practice needs to be adapted to the local/regional/national reality.

- No changes, but it is important to start cooperation and mutual understanding already in an early stage, between business, education and other stakeholders
- Sometimes youngsters fall through the cracks between the municipal and national system, so that is something we should look into.
- Establish an individual study plan for each participant

- Adapt the practice to the new priority of the Swedish Public Employment Service, which says that job seekers have to study rather than to get a job
- The practice should be adapted to the local reality: for example when you only have smaller companies, there should be an additional incentive for small companies to participate. Besides an economic incentive, one could also think of setting up a formal club of companies (participating in the YOPEVA programme) that can take part in other EU or national/regional opportunities
- Expand the age range to 30 years old
- Adapt the competences and skills to the needs of the employers to secure participation of companies and thus co-financing
- Include education providers as involved stakeholders

Would the Jove Amb Valor work in your region? Why or why not?

In general, the interviewed stakeholders agree that the Jove Amb Valor would work in their region. Of course, there are changes needed based on the local/regional reality.

In some cases, there are already similar initiatives in the region, so that proves that it would work.

Adaptions might be in the sense of the skills training, to meet the needs in the local labour market. Successful implementation depends a lot on the willingness of the labour market to participate.

In some areas there is a need to tackle different policy levels on the municipal, regional and national level, with having large differences between municipalities and even within the regions, so that might be challenging.

Also, in for example Sweden, it might be a problem to select the participants since it depends on special regulations of the Establishment programme of the Swedish Public Employment Service.

In one region (Sweden) it is indicated that there could be too much young people interested in participating, which would mean a challenge for the municipality to decide who will be admitted. Also, in e.g. the Netherlands there are already a lot of programmes in place where school and work are combined. Perhaps a less formal version of the existing programmes could be interesting, to lower the barrier for NEETs to join. On the other hand, in another region it is mentioned that such an initiative definitely should be implemented, but that the government in that region

does not get involved in an active way in this type of initiatives. This confirms the huge differences amongst regions in Europe and the challenges they face.

Could you identify the main barriers and facilitators to implement the Jove Amb Valor in your context?

The main barriers could be (1 low – 10 very high):

- Labour market characteristics (9)
- Bureaucracy/administrative elements (8)
- Weakness of enterprises/companies (8)
- Economical and financial resources (7)
- Small and Medium sized Enterprise (SME) Involvement (7)

In one specific case, also the difficulty for unaccompanied migrant minors to be part of this program is mentioned, since they are considered undocumented.

Also, the co-financing and the legal framework is seen as a barrier to implement the Jove Amb Valor in a region.

Besides the SME involvement, also the involvement of the government can be a barrier, since in one region this involvement is missing.

Furthermore, interinstitutional communication is seen as a barrier, and mobilising the target group.

As facilitator was identified the fact that companies host young people without training. Also, public institutions will be facilitators. They are in need of addressing the need to decrease the number of NEETs, so they are likely to facilitate the implementation of such a programme.

What lessons could you take from the Jove Amb Valor for your region/country?

- Close cooperation between companies and education providers, but also with other stakeholders is a success factor
- The combination of school and work seems to be a success factor
- The salary from day one on is attractive for young people

Conclusion from the interviews

So far, we have read about a lot of ideas to improve the good practice in order to develop a model that can be implemented Europe-wide. Those can be read above.

In general, it can be said that the interviewed stakeholders are quite enthusiastic about and impressed by the good practice from Spain/Brazil. There is already a nice track record which proves that they have found elements that work really well in the challenge of fighting the increase in number of NEETs.

Central is that the circumstances/realities in each of the countries differs quite a lot. For example, in the Netherlands there are the lowest number of NEETs in Europe, whereas Italy and Spain belong the countries with the highest number of NEETs. Also, the level of economic welfare differs a lot across regions, also within countries. For example, Italy is indicating that their region is very deprived whereas the region in Spain is much more economically developed.

Because of all these differences, it will be very important that the European model has space for each organisation that will implement the European model to make certain choices/adaptations. A lot of examples should be given, to support the readers to make those choices/adaptations.

4. Analysis of other good practices

The partners from six countries (Spain, the Netherlands, Romania, Portugal, Italy, and Sweden) have gathered in total 20 good practices from their regions/countries. The full descriptions of these good practices can be found in Annex C.

It appears that already quite some initiatives exist that try to support youngsters that are not working and not in education/training. Among the success indicators of such practices we found:

- Find a job (+ duration, self-employment)
- Return to training/education
- Personal growth
- Improved skills
- Completion of the program (number of applications, number of participants enrolled, grade of completion of the program)
- Transferability of results
- Number of companies participation and number of job offers available.

Below we have summarised the most important/striking outcomes from these good practices, that are important to take into account when developing the European model.

Levels of youth unemployment

Based on the identified context-specific issues, it is clear that the level of youth unemployment differs a lot across countries. In some countries this number is very high, in other countries this number is much lower. For example, in the Netherlands the number of NEETs is the lowest in Europe. However, on the other side, Spain and Italy have the highest number of NEETs. This has implications of the need for programs like our European model and thereby also probably with the willingness of stakeholders to invest in practices like ours.

Other regional differences

In each country, but also in each region there are different realities/needs. For example, in Portugal there are more internship places available than interns to do them. In the Netherlands, it is exactly the opposite, especially because of COVID-19, there are too little internship places available in comparison to the number of students looking for internship places. The involved region in Italy is economically deprived, and there are no large companies located (only smaller), whereas the involved region in Spain is already more developed and has more larger companies.

Characteristics of the NEET population

NEETs can have a variety of characteristics which should be accounted for when developing the model. Think of characteristics such as ethnic minorities, migrants, age, motivation, mental health problems, poverty, etc.

Funding

In almost all good practices you can see that the primary source of funding is the government, either local, regional, national, or even international. In Romania, Sweden and Spain most of the good practices are (at least partially) paid by international funds (such as European Social Fund, but also other international grants). In the Netherlands and Sweden the region pays (partially), but also municipalities are in most cases involved as funding providers (e.g. in the Netherlands and Sweden). Also regional funds are used for some of the initiatives, in Sweden, but also in the Netherlands and Italy. Some initiatives (like the Italian M'ama food) involve some commercial partners, but this is very rare. It is more common that also companies contribute financially when it involves placing NEETs as workers in companies (in the case of the Netherlands, Italy, Spain and Portugal).

A last issue is that in quite some cases it is mentioned that finding (structural) funding is quite difficult.

Collaboration between triple helix

Collaboration between education, business, and government is seen as one of the key success factors. Not in all cases all three of them are included, but at least two of them. For example, in the good practice of the Netherlands, called Equal opportunities, this collaboration ensures that the municipality has the opportunity to already identify potential problems in school, when the student is not yet unemployed and not in school. Therefore, it is possible to prevent already a lot of issues.

However, also in some cases there is little collaboration between the different stakeholders. In the example of Romania, the second good practice is an initiative from the schools, not involving e.g. government or business.

Recognition on paper

Both in the Jove Amb Valor practice from Spain as well as the Praktijkleren practice from the Netherlands show that it is very important for participants of such programmes to have an official certificate with meaning. It contributes to their self-confidence and is also a way for employers to have reassurance that a person has certain skills.

Language

In some cases, language skills have been mentioned as a challenge, especially in international projects such as the good example from Romania.

Motivation

Connected to the issue mentioned before about the difficulty to secure (structural) funding, it is very important to pay attention to motivation. Motivation from financial investors/funding providers, but also for participants of the program. What's in it for me?

Mentoring

Also mentoring is very important during a process. From the Dutch example Equal opportunities, it is seen that mentoring by one person for a longer time across multiple phases of school/work is very important for the participant. Also, in the other good practices you see that mentoring often is very central in the process.

Age target group

In a lot of examples, we see the target group of youngsters until 29 years old.

Combination of work and study

In several initiatives that aim to decrease the number of NEETs, you will find that the programme combines work and study. Of course, this is the case for Jove Valor (Spain), but also for other initiatives such as Programa el teu future (Spain), SEPAL project (Romania)

CONCLUSION/RECOMMENDATIONS

The first phase of the project has provided very useful information. First we have identified the relevant stakeholders in all partner regions, and what their contribution could be. Think of municipalities, other public bodies, VET providers, companies, business support organisations and media.

The interviews have been conducted with relevant stakeholders from the regions. The questions in the interviews have gathered information on what stakeholders feel about the Jove Amb Valor practice, as it has been performed so far but also to what extent it could be implemented in their own region and what should/could be adapted/improved.

Lastly, other good practices have been identified by the project partners, to see if we could find elements which should be taken into consideration when developing the European model of Jove Amb Valor.

All these three phases, have led to valuable information and the following general recommendations:

1. In the European model should be a lot of **freedom/ideas to adapt the model to local/regional realities**. We have seen in the first phase that there are a lot of differences in the realities in the different regions (unemployment rate, economic prosperity, etc.). To create the highest impact, the practice should be adapted to those differences.
2. A lot of attention should be paid to the **engagement and inclusion of all relevant stakeholders**. The first phase has proven that collaboration between all stakeholders is essential for success of the model.
3. Since funding is a difficult challenge in similar, existing practices, the **sustainability and funding sources** should be addressed already in an early stage.



In the report itself you can find more specific things which should be taken into consideration during the development of a European model, such as the need for recognition of participation on paper, the essential role of mentoring, etc.



Annex A – Key actor identification

SPAIN

Key actor	What is the role of this key actor?	Why is this actor so important?
<i>The Catalonia Occupation Service –SOC- (public administration)</i>	<p>It provides a grant to the project within the call 'Singular Projects'.</p> <p>It provides support to the project and monitors it. Through their Municipal Employment Offices, they support Jove Valor referring young people and carrying out documentation support.*</p> <p>*To be eligible to participate in the project (as it is partly funded by SOC), young people need to be officially registered in two job seeker registers. SOC offers support to register the participants and make sure all of them are eligible to participate.</p>	<ul style="list-style-type: none">-Because it is key in funding the project. If the SOC would not participate, it would be very difficult to –financially- carry out the project, at the present time.-Given that the project is partly subsidized by a SOC call, it sets certain requirements that affect Jove Valor (justification requirements, age of participants, minimum insertion percentage, etc.).-Because the SOC is the public administration in charge of promoting employability.-The SOC is responsible for awarding 'certificates of professionalism' that assess the skills in a given field. <p>*Please note that currently, Jove Valor does not offer certificates of professionalism and that instead, the certification of the courses is not official and carried out by the Fundesplai training center.</p> <ul style="list-style-type: none">- The SOC approves the training that is carried out at Jove Valor (even if it



		does not give access to a professional certificate)
<i>Municipalities of Cornellà and El Prat (public administration)</i>	<ul style="list-style-type: none"> -Identifies and recommends potential participants to Fundesplai -Supports the company search -Offers spaces to carry out training and orientation sessions 	<ul style="list-style-type: none"> -They are responsible for the social services of the municipality and can refer young people to the project. -They are essential to facilitate the first contact with companies and encourage their participation. -They offer spaces to the project, which reduces its cost. -They have the potential to provide jobs for project participants. * Having a municipality that believes in the project makes it possible or easier for Fundesplai to contact the other key agents.
<i>Companies (private sector)</i>	<ul style="list-style-type: none"> -They offer a job for participants -They monitor young people, in collaboration with Fundesplai -They contribute financially to the project through their CSR area -They contribute to the guidance sessions of Jove Valor by carrying out a real selection process. *When they start the project, participants are selected by Fundesplai. However, when it comes to decide who will work in each company, a real 	<ul style="list-style-type: none"> -They allow young people to have a job opportunity in a real environment. -They contribute to the young person's learning and development during the work stay. -With their financial contribution, they allow Jove Valor to pay a salary to the participants. -They open their environment to the project participants.



	<p>selection process (with interviews) is carried out.</p> <ul style="list-style-type: none"> -Enables the project participants to visit working environment (as a group activity) - Companies disseminate the project through its communication channels 	<p>- Dissemination of the project.</p>
<i>University of Barcelona</i>	Elaborates a project evaluation report	Certifies the impact of the first edition
<i>SAGRES, Fundación Pro-cerrado and Renapsi (NGO)</i>	Transfer of knowledge between the Brazilian experience and Fundesplai	These are non-profit organizations that have carried out the Brazilian experience –Jovem Aprendiz–. Responsible for the transfer of knowledge.
<i>PIMEC (SME association)</i>	None, yet	It is an association of small and medium enterprises, which can be the contact between companies and the project.
<i>Trade Unions</i>	Offer support to the project and carry out some activities.	<p>Both UGT and CCOO have signed a letter of support for the project</p> <p>They participate in dialogue tables in the events to recognise the role of companies in Jove Valor.</p> <p>They are interested in conducting –in the future– sessions on workers 'rights and duties to Jove Valor participants (so far those sessions have not yet been organised)</p>



		They play a key role in works councils of the companies.
<i>Government of Spain (Ministry of Labour) (public administration)</i>	None, at the moment	It has the legislative power in labor matters.
Media (newspapers, social networks)	Dissemination of the project in internal channels, municipal media and others	They can advertise and make the project known. A wide exposure makes it more attractive for companies and other key actors to participate in the project

THE NETHERLANDS

Key actor	What is the role of this key actor?	Why is this actor so important?
Municipality of Leeuwarden – RMC Friesland Noord	Support of the early school leavers and NEETs in the Northern part of the Friesland province.	It is YOPEVA's target group, which could provide valuable information for the project, but also benefit from YOPEVA's outputs.
Leerwerk loket (Learn and Work Office)	Help in finding own way with regards to education and work, providing information, tools and own network.	It is YOPEVA's target group, which could provide valuable information for the project, but also benefit from YOPEVA's outputs.
Friesland College / Friese Poort	VET institutes	Valuable in providing information on VET students and what they need to enter the job market.
BDF / Inqubator Leeuwarden / Yn Business / VNO NCW	Business support organisations	These organisations know what is going on in the business world. They also have large networks of business owners,



		which are employers at the same time.
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ROMANIA

Key actor	What is the role of this key actor?	Why is this actor so important?
Local Agency for Employment Suceava (AJOFM)	<p>AJOFM implements the Romanian Law on the unemployment insurance system and measures to stimulate employment, and provides specific services such as:</p> <ul style="list-style-type: none"> • professional information and counselling • labour mediation • Vocational training • job subsidies 	<p>It is the public body which deals with job matching, job subsidies, vocational training and counselling activities at regional level and can provide counselling in implementation of YoPeVa model.</p>
University of Suceava (USV)	<p>University of Suceava (USV) is a private entity and one of the most dynamic universities in Eastern Europe, offering undergraduate and postgraduate education at high quality standards at a relatively low cost.</p> <p>Since its establishment in 1963, the university has been a strong presence in a city of over 100,000 inhabitants, with a decisive contribution in building a modern identity for the local community, in the geopolitical context of regional development and cross-border relations between Romania, Ukraine and the Republic of Moldova.</p>	<p>USV is a private body, which plays a key role in the development and dissemination of scientific knowledge in Romania and region of Suceava. They can provide trained tutors to be involved in youth for employment training and support in dissemination of YoPeVa results dissemination.</p>



Bucovina Institute	NGO founded in 2011, aiming to support practical solutions to combat unemployment of young people and facilitate their insertion on the labor market, as well as sustainable development of communities in the North East of Romania, South –West of Ukraine and entire Republic of Moldova through learning partnerships projects organizing continuing training programs for Adults.	NGO that can scale up the YoPeVa model using its previous experience in providing support to young unemployed.
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PORTUGAL

Key actor	What is the role of this key actor?	Why is this actor so important?
IEFP- Public Institute of Vocational Training https://www.iefp.pt/	It is the highest public body dealing with job market and social policy issues	It is the public body which deal with job matching and counselling activities
Municipalities of Porto, Maia, Gaia, Gondomar	Identifies and recommends potential participants and companies. Offer spaces to carry out training and orientation sessions.	The Municipalities are responsible for the youth and social services of the municipality and can



		<p>identify young people to the project. They facilitate the first contact with companies and encourage their participation. Offer spaces to the project. They have the potential to provide jobs for project participants.</p>
<p>Cidade das Profissões (City of Professions) https://www.facebook.com/cidadedasprofissoes</p>	<p>It promotes the dissemination of initiatives related to training and employability, in addition to having a special focus on young people. It is characterized by encouraging an entrepreneurial culture, developing the entrepreneurial spirit and stimulating the creation of jobs</p>	<p>That stakeholder can be very important in the dissemination of the project, given its vast network of contacts. They use its social networks to share that kind of initiatives, so it would be a good</p>



	and new activities that fix people in the city.	support to us.
ANJE, AEP, AIP https://www.anje.pt/ https://www.aeportugal.pt/ http://www.aip.pt/	These associations promote links between companies, namely actions that promote an increase in their levels of competitiveness, innovation and growth. They are a reference in initiatives that promote entrepreneurship , especially at the youth level	They can help us in the placement stage. Through their vast network of contacts, these entities will be able to facilitate internships in the most diverse sectors of activity.
Private companies	Offer a job for participants. Monitoring young people, in collaboration with FJ Contribute financially to the project through their social responsibility area. Contribute to the selection of the participants. Enables the project participants to	They allow young people to have a job opportunity in a real environment. They contribute to the young person's learning and development during the work stay. With their financial contribution,



	visit working environment (as a group activity). Disseminate the project through its communication channels.	they allow to pay a salary to the participants. Open their environment to the project participants. Dissemination of the project.
VET Schools	Identifies and recommends potential participants and companies. Offer spaces to carry out training and orientation sessions, if necessary.	They are important because they can be a link between the educational and labour sector.
Media (newspapers, social networks)	Dissemination of the project in different channels.	They can advertise and make the project known. A wide exposure makes it more attractive for companies and other key actors to participate in the project.



ITALY

Key actor	What is the role of this key actor?	Why is this actor so important?
Ministry of Labour and social policies (Address: Via Vittorio Veneto 56, Roma - Website)	It is the highest public body dealing with job market and social policy issues	It is the delegating body of all the territorial public and private bodies which deal with job matching and counselling activities
Anpal, National Agency for the Active Employment Policies (Address: Via Guidubaldo del Monte 60, Roma - Website) Anpal Palermo (Address: Viale Praga 21 – website)	It is the operational branch of the Ministry of Labour and it coordinates all the activities of local bodies It is the local branch of Anpal in Palermo and it includes the center for employment and counseling)	It is important because it drives all the changes involving public centres for employment It is the main public body in Palermo dealing with employment policies
Public centre for employment in Palermo (address: Viale Praga 21 – website) Public centre for employment in Palermo (address: Viale Praga 21 – website)	The CPIs are public structures coordinated by the Regions or autonomous Provinces. They favour the meeting between demand and supply of work and promote active labour policy interventions. They also carry out administrative activities, such as enrolment in mobility lists and lists of protected categories, termination of employment relationships and the issue of unemployment certificate	This actor is important because it acts as a filter between demand and offer in the job market and it collects all the info about job seekers and job suppliers.
INAPP, National Institute of Public Policy Analysis (Address: Corso	It is the main public institute which analyses and reports the outcome of Anpal	Its reports are highly considered among employment policies experts.



d'Italia 33, Roma - Website)		
Unioncamere (Address: Piazza Sallustio 21, Roma - Website) Unioncamere Sicilia (Address: Via Emerico Amari 11 - Website)	It represents all the chambers of commerce in Italy and it assists the national authorities in effectively implementing employment policies, counseling and matching activities. It also collects good practices in the field of mentoring and training low skilled job seekers and matching activities. Local branch of Unioncamere located in Palermo	It has a long-lasting experience and knowledge about the Italian job market and job seekers' needs It has a deep knowledge of the entrepreneurial sector in Sicily.
Private agency for job seekers	Private agencies (APL) are operators authorized by Anpal (national public agencies for job seeking policies) to offer matching services between job supply and demand and registered in the IT register of employment agencies.	Its importance is the same of the public centre, but its coverage of job seekers and suppliers is likely to be different from the above actor.
VET institutes	In Italy VET institutes (such as associations or cooperatives) are normally recognized by the Regions or autonomous Provinces, proving also funding programmes for educational or training activities.	They are important because they can be a link between the educational and labour sector.



SWEDEN

Key actor	What is the role of this key actor?	Why is this actor so important?
The local Swedish Public Employment Service office in Borås English (Engelska) - Arbetsförmedlingen (arbetsformedlingen.se)	This key actor is one of the associated partners in the YoPeVa-project as well and will be involved in the dissemination and implementation of the project results. Dissemination will be on regional – Region Västra Götaland - and national level.	Some of the 'young people', the target, group are registered at this local office.
Department for Working Life in Borås Municipality City of Borås - Borås Stad (boras.se)	Adult Education Borås and Department for Working Life in Borås Municipality are cooperating very closely. The department is also an associated partner in the YoPeVa-project. The department will be involved in the dissemination and implementation of the project results.	Some of the 'young people', the target, group are registered at this local office.
West Sweden Chamber of Commerce Home The West Sweden Chamber of Commerce (vastsvenskahandelskammaren.se)	Adult Education and West Sweden Chamber of Commerce cooperate very closely in projects and other initiatives. The organisation will be involved in the dissemination and implementation of the project results.	West Sweden Chamber of Commerce has a strong link to many companies in Region Borås



<p>Swedish National Agency for Education English (engelska) - Skolverket</p>	<p>The National Agency for Education is the central administrative authority for i.e. the public school system and adult education. The NA will be involved in the dissemination and implementation of the project results.</p>	
<p>Adult Education Borås (project partner) English (brvux.se)</p>	<p>Adult Education Borås is VET (Vocational Education and Training) provider in Region Borås</p>	<p>The organisation will provide VET for the target group</p>

ANNEX B – Initial description Jove Amb Valor



Analysis of the good practice

YoPeVa Erasmus+

Co-funded by the
Erasmus+ Programme
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ANNEX C – Good practices

SPAIN

Young Value (Jove Valor)

	Description
Name of the good practice	Jove Valor (Young Value)
Describe the intervention/ General description	Jove Valor is a job inclusion project aimed at young people in a situation of vulnerability who are neither studying nor working (NEETs). Through this project, the participants can put their skills and abilities into practice. The project combines training in transversal skills, training as administrative assistant and a professional training in a company, for which the participant perceives a salary.
Involved stakeholders	SOC (Catalonia Occupation Service), Municipalities (El Prat y Cornellá), participating companies
Target groups	Young people from 18 to 29 years old (preferably from 18 to 25) which are NEET.
Contact person	Isabel Santero / Oscar Beltran
Contact details	isantero@fundesplai.org obeltran@fundesplai.org
Website/link to further information	https://fundesplai.org/ca/inici-ca/15-programes/social/1969-jove-valor
Location	El Prat de Llobregat and Cornellá de Llobregat (cities of the metropolitan area of Barcelona).



	In previous editions, the project has also been implemented in Barcelona and Esplugues de Llobregat.
Start date / End date	2017-currently ongoing 3 editions
Is it a structural practice, a pilot, or something else?	Over its 3 editions, the project has become a regular one at Fundesplai. However, it depends upon the granting of funds from SOC (through its call for projects "Singulars").
Resources needed	223.929€ (for 15 participants in the edition 2018-2019) of which: 74% of the costs were salaries, 22% staff costs for teachers and tutors 4% management costs
Who funded the good practice?	<ul style="list-style-type: none">• SOC, through its call for projects "Singulars"• The participating companies, through the donation of 7,000€ per participant that they host.
Evidence of success	Evaluation of the pilot edition from the University of Barcelona (2017-2018) The report is available here . The main results were: <ul style="list-style-type: none">• 65% of the participants found a job within the 6 months after the end of the project.• Others, have decided to return to the training/education system• Participants' show important personal growth• Participants have improve their professional and transversal skills. Has offered youngsters openness to a new reality



Which are the two most relevant context specific issues during implementation?	<ul style="list-style-type: none">• High number of unemployed young people in Spain (33% when Jove Valor began, 42% in 2020) and NEET young people (1 in 5 young people are NEET).• Young people want to enter the labour market, but they need an opportunity and support to do so successfully.
Difficulties encountered	Difficulties in finding the funding and to build alliances with the participating companies.
Potential for learning/transferability	The project methodology can be adapted to other countries. This has already been done by adapting the project Jovem Aprendiz in Brazil to the Spanish context, which led to the creation of Jove Valor.
Any other important information	<p>After evaluating the needs and interests of the labour market and potential participants, it was decided to train young participants to become Administrative Assistants. However, the area of training can be adapted to other needs and contexts.</p> <p>The relationship with the companies is very important and, in fact, the project has evolved to meet the demands of the participants the companies (for example, by incorporating a module in English and another in customer service).</p>

Program your future (Programa el teu futur)

	Description
Name of the good practice	Programa el teu futur (Program your future) (Singular Project)
Describe the intervention /general description	This project with young people intends to promote the improvement of skills



	<p>and knowledge in the technology sector, also incorporating paid work in line with the participants' professional profile.</p> <p>The project does so by providing young people with 490 hours of training in specific areas of the TIC sector (the specific type of training depends on the program edition, it can be training about JAVA, industry 4.0, etc.) with guidance and advice of professionals of this sector on finding a job in the TIC sector.</p>
Involved stakeholders	PIMEC, Academies of the technological sector and the Catalonia Occupational Service
Target groups	Young people between 16 and 29 years old
Contact person	Vicky Moreno
Contact details	vmoreno@pimec.org
Website/link to further information	https://www.pimec.org/ca/pimes-autonoms/serveis/gestio-del-talent/projectes-singulars
Location	Barcelona Region
Start date / End date	09/20-07/21
Number of editions	2 editions have been executed and the 3 rd edition is expected to start in September.
Is it a structural practice, a pilot, or something else?	Structural practice
Resources needed	-5 guidance technicians -2 coordinators / support staff -2 prospectors -5 trainers



	<p>-Installations (offices, classrooms, technological material ..)</p> <p>-Social networks for dissemination</p> <p>€ 650,026.54 (project grant)</p>
Who funded the good practice?	Catalonia Occupational Service (SOC)
Evidence of success	<p>Almost 50% of the participants find a job after its participation in the program (in 2021, 125 young people find a job, out of the total 270 participants)</p> <p>https://www.pimec.org/ca/institucio/sala-premsa/notes-premsa/pimec-afavoreix-insercio-laboral-125-joves-al-mercat-treball</p>
Which are the two most relevant context specific issues during implementation?	<p>-Need to train people in the technology sector</p> <p>-Imbalance between the training offer and the demands of the labor market</p>
Difficulties encountered	The junior profile of the beneficiaries makes the search for paid work more difficult.
Potential for learning/transferability	The technology sector currently stands out as a sector with high expectations for professional growth
Essential elements for the success of the good practice?	Find the appropriate profile of beneficiaries for a project focused on technology.
Any other important information	We are aware of the low participation of women in the technology sector, and we try to promote these vocations among young people.

Youngster, you decide (Jove, tu decideixes)

	Description
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Name of the good practice	Jove, tu decideixes (Youngster, you decide)
Describe the intervention/ General description	It is a project that offers job guidance, professional training and integration support to young people registered in the National Youth Guarantee System, with a profile of basic studies.
Involved stakeholders	Baix Llobregat County Council, County Councils and training entities / companies.
Target groups	young people registered in the National Youth Guarantee System
Contact person	Helena Paredes (Baix Llobregat County Council) Javier Rubio (Aj. Cornellà de Llobregat)
Contact details	hparedes@elbaixllobregat.cat jrubiob@aj-cornella.cat
Website/link to further information	https://oficinajove.elbaixllobregat.cat/jove-al-baix-tu-decideixes/
Location	Baix Llobregat County
Start date / End date	September 2020 – July 2021
Is it a structural practice, a pilot, or something else?	It is a project which has won a grant from the Catalonia Occupation Service
Resources needed	Technical and economic resources (The grant is 832.144,43 euros for 180 participants)
Who funded the good practice?	Catalonia Occupation Service (SOC)
Evidence of success	Internal data: Labour insertion rate above 25%



	Diverse training offer and coordination between the different local orientation points.
Which are the two most relevant context specific issues during implementation?	Inter-municipal coordination Public-private collaboration in the configuration of a diverse training offer
Difficulties encountered	Mobility among municipalities Recruitment of participants
Potential for learning/transferability	Interterritorial coordination offers a great range of services within the framework of attention to the reference group
Any other important information	

Jovem Aprendiz Program

	Description
Name of the good practice	Jovem Aprendiz Program
Describe the intervention General description	<p>The Jovem Aprendiz Program provides a one to two-year vocational training for disadvantaged youth between the age of 14 to 24 years and creates youth employment opportunities in Brazil. In 2019, more than 450,000 youngsters successfully participated in the program, according to market data.</p> <p>It consists of five stages:</p> <ol style="list-style-type: none">1) Creation of paid apprentice positions: Youngsters are hired by companies and receive a monthly salary and social benefits.2) Selection of candidates: Once new vacancies are created, the program selects suitable candidates to fill them, drawing from a large pool of registered applicants who sign up online.3) Introductory training: the program contains a four-week basic training course to the



	<p>selected candidates consisting of 20 modules of four hours each.</p> <p>4) Engagement and professional training: While working as apprentices, youngsters attend in-classroom courses provided by the program in the field of administrative tasks.</p> <p>5) Monitoring and support: During their apprenticeship, the local organization monitors the students' performance at school and work, follows up on their family and interpersonal interactions, and provides psycho-social support when necessary.</p>
Involved stakeholders	<ul style="list-style-type: none">• Private and public clients• Ministry of Labour• Secretary of public security and law• Ministry of family and human rights• Local non-governmental organizations• Public technical schools
Target groups	<ul style="list-style-type: none">• Disadvantaged youth• Low income families
Contact person	Juan Carlos Moreno
Contact details	Juan.moreno@renapsi.org.br
Website/link to further information	www.fpc.org.br and www.renapsi.org.br
Location	Brasilia, Brazil
Start date / End date	1996 – ongoing
Is it a structural practice, a pilot, or something else?	Since 2001, the program has become common practice. It is based on the Brazilian law No.10.097/2000, which establishes that all companies having more than 7 staff have to



	create a quota of apprentice positions for youngsters aged 14-24 in the range of 5%-15% of their total qualified workforce.
Resources needed	<p>You need an upfront investment to reach breakeven. Sustainability in Brazil is reached with 400 youngsters in the program.</p> <p>To operate the program, you need a fully-fledged organization, including 1) Human resources with psychologists, 2) Teacher and teaching facilities, and 3) Admin area with IT, billing and accounting.</p>
Who funded the good practice?	The revenue/funding model is based on the employers who must pay at least the legal minimum wage, plus a 25-35% upside margin, which allows to sustain the local operations and generate some additional income.
Evidence of success	<ul style="list-style-type: none"> • From 1996 to 2018, a total of 90,462 young people have participated in the program. • 61% of the participants got a job until 1 year after completing the program. • 78,3% of the youngsters enrolled in the program in 2016, obtained in 2018 their high school diploma (while in Brazil as a whole, only 62% of youngsters did so) • The youngsters that graduated 20 years ago from Jovem Aprendiz have evolved from economic class E to C. <p>Results of the investigative study of the social impact of the Foundation ProCerrado and RENAPSI (National Network of Apprenticeship, Social Promotion and Integration) Young Apprenticeship Program</p>
Which are the two most relevant context specific issues during implementation?	<ul style="list-style-type: none"> • High unemployment rate for youngsters of 25.5%, over two-fold the average rate of 12.0%



	<ul style="list-style-type: none">• High school drop-out rate, only 62% of youngsters finish high school
Difficulties encountered	<ul style="list-style-type: none">- Negligence/resistance encountered in the private sector to adhere to the program- Turn the program into a public policy sustained by law- Initial funding required to sustain operations until reaching break even
Potential for learning/transferability	The program can be replicated to other countries as demonstrated in the case of Jovem Valor in Barcelona, Spain.
Any other important information	In 2009 the program won the McKinsey/Ashoka prize for best social and replicable solution.



THE NETHERLANDS

Pilot Learning in Practice (Praktijkleren)

	Description
Name of the good practice	Pilot Praktijkleren (Pilot Learning in Practice)
Describe the intervention/general description	<p>During this pilot, people without any basic qualification will be working on the profession profiles/competence profiles that are being used by vocational education and training institutes, at the employer. The mentor at work works with the candidates. This program is focusing only on professional skills, learning in practice, based on the requirements of the vocational education and training (mbo in the Netherlands). No theoretical exams. The workers in the end will not receive a diploma, but they do receive a VET practical statement.</p> <p>In the Netherlands, the system has different levels of 'papers': diploma is the highest achievable, but under that you also have certificates, and thereunder practical statements, and as last formal paper a proof of participation.</p> <p>When the mentor at work judges that he/she can recommend the worker at a colleague for a specific job (related to the professional skills), you will receive the practical statement (civil effect).</p> <p>This statement gives the worker more confidence and the employer has 'proof' that the worker can do it. It serves as appreciation of what you deliver as worker too.</p> <p>This practical statement does not give you exemptions if you still want to complete a</p>



	VET education, but if you have managed to get the practical statements, the school will do an extra effort to see if there is a way for moving on with additional parts of the curriculum.
Involved stakeholders	Leerwerkloket Fryslân, municipality of Leeuwarden, other municipalities, UWV (Employee Insurance Agency), social work provision, VET institutes (Friesland College, Friese Poort, Nordwin College), SBB (Foundation for Cooperation on Vocational Education, Training and Labour Market), SDF (Social Domain of Fryslân), Support Center for Healthcare and Education Friesland, Pastiel (supports people with distance to the labour market to work), NEF (social work and training company), Caparis (social work and training company), RMC (Regional Reporting and Coordination Function Early School Leaving).
Target groups	People without any basic qualification who cannot obtain a diploma through the regular school route and exam, for whatever reason. These can be young people, but also workers who are working without a basic qualification.
Contact person	Steffen Pilkes
Contact details	Steffen.pilkes@leerwerkloket.nl
Website/link to further information	https://www.frieslandcollege.nl/werkgevers/praktijkleren/praktijkleren https://www.rocfriesepoort.nl/praktijkverklaring
Location	Friesland, the Netherlands
Start date / End date	March 2019 – May 2021



Is it a structural practice, a pilot, or something else?	It has been a pilot and from 2020 it has become permanent policy.
Resources needed	Government pays €450 per student to the VET institute. Coaching is done by job coaches from the municipality (around 15 hours per participant) and these hours are paid from other sources at the municipality. Twenty coaches for work from the municipality have been trained to get acquainted with the possibilities of learning in practice (praktijkleren) in VET.
Who funded the good practice?	Municipality
Evidence of success <i>NB. e.g. an evaluation report can be uploaded here. A report is great but mention a summary of the evidence here.</i>	The pilot has turned into a permanent action, but there is no final report available.
Which are the two most relevant context specific issues during implementation?	<ol style="list-style-type: none">1) COVID-19 measures: In January and February 2020 20 coaches for work from the municipality have been trained, however shortly after that the lockdown had been announced. Therefore, not too many people have been participating.2) Job advisors and job coaches must be well informed about the route how to apply for their candidates.
Difficulties encountered <i>Please also mention how you overcame these difficulties.</i>	<ol style="list-style-type: none">1) COVID-19 measures: In January and February 2020 20 coaches for work from the municipality have been trained, however shortly after that the lockdown had been announced. Therefore, there was not much interest, both from the companies as well from the candidates. That has



	been solved by taking back the action again after the lockdown.
Potential for learning/transferability	It depends highly on the educational system if it is possible to transfer this good practice. In Friesland quite some unique partners have been involved that might not exist in other regions, however, we believe that there must be similar organisations in other countries that could create the same pilot. We believe that the idea of providing an 'official' recognition of certain skills, has high potential in other countries too.
Which parts were essential for the success?	<ul style="list-style-type: none">- Some official value of a document that validates and recognises certain skills (that are connected to formal education)- A diverse group of stakeholders highly committed
Any other important information	

RMC

	Description
Name of the good practice	RMC - Regional Reporting and Coordination Function Early School Leaving
Describe the intervention/general description	RMC is supporting dropouts and youngsters who are not able to get a degree on the second level of vocational education or senior general secondary education. They support dropouts to the next step: back to school, work, or daytime activities to prevent long term unemployment and no participation. The support is also towards work with extra support of job coaching and a benefit for the employers.



	<ul style="list-style-type: none">- Preventive approach: already in schools, youngsters with risk are being spotted and monitored- The level of the youngsters will be tested to see what direction they should be guided too- Collaboration between schools, businesses, care, and daytime providers.- Also, youngsters that cannot get the starting qualifications, will also be supported towards work.
Involved stakeholders	Municipalities
Target groups	Youngsters between 16 and 23 years old without any qualifications (dropouts)
Contact person	Ingrid Visser-Hoekstra
Contact details	ingrid.visser@leeuwarden.nl
Website/link to further information	https://rmcfrieslandnoord.nl/
Location	Leeuwarden – the Netherlands
Start date / End date	2007 – ongoing
Is it a structural practice, a pilot, or something else?	Structural practice
Resources needed	Every youngster that receives unemployment benefits from the government, costs the municipality money. In the region of Friesland Noord,



	<p>we have around 600 early school leavers, and for that group 15 fte are working (compulsory education + RMC).</p>
Who funded the good practice?	<p>Municipalities</p>
Evidence of success	<ul style="list-style-type: none">- Structural funding from the government- Multiple projects with own outcomes. In the last years, the number of early dropouts has decreased significantly. Recently, the numbers are increasing again because of the COVID-19 crisis.
Which are the two most relevant context specific issues during implementation?	<ul style="list-style-type: none">- A starting qualification is essential in the Dutch labour market to get a job.
Difficulties encountered	<p>The target group is limited to youngsters until 23 years old, but it would be great to also monitor youngsters of 24 years and older. It would be better to broaden the target group to 29 years old to connect to Action Plan Youth unemployment.</p>
Potential for learning/transferability	<p>When you can work together with the relevant stakeholders, this good practice can be implemented anywhere.</p>
Which parts were essential for the success?	<p>The collaboration between schools and local government when the youngsters are still at school. These two are working together as one team and that approach is very successful.</p>
Any other important information	<p>The preventive approach is key: the cooperation with schools, youth care, and the labour market/employer approach of the municipality.</p>



Gelijke Kansen

	Description
Name of the good practice	Gelijke Kansen (Equal Opportunities)
Describe the intervention/general description <i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i>	The Equal Opportunities programme provides coaches of lower and higher VET to support youngsters with lesser opportunities to make the switch van lower VET to higher VET. The strength of this project is that in the last year of the lower VET, the lower VET coach works together with a coach from the higher VET. Both persons will be engaged until the youngster has found his/her place in higher VET. In this project a lot of attention is for broadening the environment of young people. Poverty shrinks your world, and you do not choose for what you do not know. By this close collaboration between the two 'transfer coaches', each with their own networking in lower and higher VET, doors open for youngsters and opportunities arise where they were not seen before. It has been found that young people are starting their higher vocational education with more confidence.
Involved stakeholders	Municipality of Leeuwarden, higher VET institutes (ROC Friese Poort, Friesland College, Nordwin College and Maritime Academy) and lower VET schools.
Target groups	Youngsters with less support from their parents/caretakers, think of youngsters from families at social assistance level, with parents with limited capacities and



	with parents with limited command of the Dutch language.
Contact person	Ingrid Visser-Hoekstra
Contact details	ingrid.visser@leeuwarden.nl
Website/link to further information	NA
Location	Friesland (The Netherlands)
Start date / End date	January 2020 – ongoing
Is it a structural practice, a pilot, or something else?	It has been a pilot but is currently in a sequential project phase. Currently it is connected to the approach Tackling Youth unemployment for the whole of Friesland. All secondary schools and lower VET schools are connected. Hopefully, it will be embedded in the existing structure between secondary schools and lower VET soon.
Resources needed	Each school needs one coach (both the lower VET as well as the higher VET). In this project each coach in lower VET spends 6 hours per week and the coach in higher VET spends 3 hours per week. The project is being coordinated by 1 project leader, 100 hours per year.
Who funded the good practice?	Partially by the Municipality of Leeuwarden, partially by the budget from the RMCs regarding early school leavers. Might also be partially from the Approach Tackling Youth unemployment.



Evidence of success	<p>The project has started 5 years ago and is still ongoing. Primarily it has been funded by national subsidies, but when this wasn't available, the VET schools were willing to fund the project themselves.</p> <p>Currently 15 locations are participation, but now they are working to get subsidy for another 15 locations and also including the other, regional higher VET institute in the project.</p> <p>One of the lower VET schools is funding an extra 15 students themselves, above the 35 students that are funded by the subsidy. At that school they have tried to measure impact, which was very difficult. Currently they are trying to develop a model for evaluation (based on quantitative data rather than qualitative) .</p>
Which are the two most relevant context specific issues during implementation?	<p>The success lies in being able to get management commitment to get it done. They need to agree on the importance to support the switch from secondary education to VET together.</p> <p>Besides that, it is important to gain funding for an advocate and perhaps external support that can create the connections between the schools and monitor that people stick to the agreements/live up to their promises.</p>
Difficulties encountered	<p>It is important to have one enthusiastic person in each school, who can monitor the internal process and translate it to their own organisation.</p>
Potential for learning/transferability	<p>High potential for transferability, when you can connect coaches from lower VET with coaches from higher VET.</p>
Which parts were essential for the success?	<p>Youngsters get support from coaches that are familiar to them, for a longer period. The cooperation between</p>



	coaches from lower and higher VET is essential for the success.
Any other important information	



ROMANIA

SEPAL (Supporting Employment Platform through Apprenticeship Learning)

	Description
Name of the good practice	<i>Supporting Employment Platform through Apprenticeship Learning (SEPAL)</i>
Describe the intervention/general description	<p>The main objective of the project is developing a model of intervention to improve employment situation of NEETs supporting the job insertion of minimum number of 300 NEETs age 24 - 29 years old, coming from youngsters with disabilities, Roma, migrants, low skilled and drop out of schools. The project uses the Work Integration in Social Enterprise (WISE) model, offering apprenticeship training and support services to access the labour market and link with jobs within private business sector.</p> <p>Project results include: involvement of 25 professionals from public institutions in a community-based model of Local Stakeholders Committee (LSC), 15 professionals qualified in working within innovative WISE practices, a validated model of innovative apprenticeship developed in 5 EU countries, 300 NEETs trained during 6 months and registered within online platform, set of usefully guidelines translated and printed in 5 languages. The project activities are:</p> <p>A1. Management of the project; A2. Project promotion activities; A3. Management of target group based on SEPAL online platform; A4. Creation of WISE and support services; A5. Organizing the apprenticeship stages within social enterprise; A6. Apprenticeship within private business sector; A7. Working on lobby and advocacy with LSC; A8. Continuing evaluation of the innovative SEPAL; A9. Promoting SEPAL</p>



	model across Europe and organizing an International Congress on employment of NEETs.
Involved stakeholders	Bucovina Institute Social enterprises, local authorities, employment agencies, schools, universities in 5 countries.
Target groups	1200 NEETs with age 24 - 29 years old, coming from youngsters with disabilities, Roma, migrants, low skilled and drop out of schools and leaving in 5 EU countries: Romania, Greece, Lithuania, Spain, Poland.
Contact person	Vasile Gafiuc, president Bucovina Institute
Contact details	Bucovina Institute, Suceava, Romania Strada Zamca 17, Suceava 720214 Email: pvgafiuc@gmail.com
Website/link to further information	https://www.projectsepal.com/
Location	Suceava, Romania
Start date / End date	01.10.2018 – 30.09.2021
Is it a structural practice, a pilot, or something else?	A pilot
Resources needed	<ul style="list-style-type: none">• Minimum 15 tutors/mentors trained that are offering support to minimum 300 NEETs involved in the 6 months work-based training program• Minimum 25 stakeholders to support employability of the NEETs• Common methodological approach• On-line platform to register and evaluate beneficiaries as well as trainers and mentors.



	<ul style="list-style-type: none">• Evaluation of project progress using a third party to ensure the objectivity of the assessment.• E-learning training tools to ensure a standard approach of the tutors/trainers in each partner country The e-learning tool is available in all partners languages (Romanian, Greece, Lithuanian, Polish and Spanish)
Who funded the good practice?	Norway grants
Evidence of success	<ul style="list-style-type: none">- Over 1400 NEETs (18-30 years old), out of which 1240 NEETs 24-29 years old, were involved in the program and received training and employment support- Over 350 NEETs completed 6 months apprenticeship and on the job training in private enterprises- Around 100 NEETs got employed after they completed on- the- job training
Which are the two most relevant context specific issues during implementation?	<p>In Romania, the concern for NEETs is relatively recent and has come in response to the EU policies.</p> <p>In response to this concern the project promoted a new and innovative approach as well as practical solutions to combat unemployment of young people and facilitate their insertion on the labor market.</p> <ol style="list-style-type: none">1. The project developed Work Integration Social Enterprises (WISE) model and an evaluation model of competencies evaluating the pre-existing competencies. Based on the evaluation results we were able to design an apprenticeship and on-the job training program. The model involves participation of local



	<p>stakeholders, public administration, business sector, labor office and social assistance department that will increase significantly the community involvement and valorization of local resources.</p> <ol style="list-style-type: none">2. The transfer of know-how and good practices has been achieved within a transnational partnership involving organizations from 5 countries: Romania, Spain, Greece, Lithuania and Poland. All partner organizations had previous experience in working with different vulnerable groups, and already developed tools for NEETs' support services, validated locally3. COVID 19.
Difficulties encountered	<p>Working with international partners makes it necessary to use English as communication language. For some partners this was challenging - we decided to have zoom meetings every month providing minutes which could be translated in each language of the partnership Another difficulty was finding NEETs 24-29 motivated to go through 6 months work-based training program. We found more motivated young people in 18-24 years old category COVID 19 was a big challenge in implementing the project</p>
Potential for learning/transferability	<p>Yes. The model is going to be transferred to other EU countries using the network of Social firms Europe.</p>
Which parts were essential for the success?	<ul style="list-style-type: none">• On-line platform to register and evaluate beneficiaries as well as trainers and mentors. This is also an outcome that support the project's sustainability



	<ul style="list-style-type: none"> • E-learning training of trainers • The involvement of Local Stakeholder Committee with participation of public administration, business sector, labor office and social assistance department that will increase significantly the community involvement and valorization of local resources. • Transfer of know-how and good practices within the transnational partnership involved in the implementation of the project, organization with large experience in working with different vulnerable groups, which already developed tools for support services and best practices validated locally.
Any other important information	-

'A chance for future'

	Description
Name of the good practice	<i>"A chance for future" - Integrated services for Roma youngsters at risk situation within a Social Multifunctional Centre</i>
Describe the intervention/general description	The project aimed to improve the situation of young people at risk from the NE and NV regions of Romania, through active involvement in their development of the parents/guardians, service providers, the community in general, as well as initiating and piloting innovative measures in the field of social inclusion
Involved stakeholders	Suceava County School Inspectorate Institution of the Prefect of Suceava County



Target groups	400 young people at risk out of which 160 from the Roma community 800 parents/relatives of the young target group 45 teachers and education professionals
Contact person	Vasile Gafiuc, Project Manager
Contact details	ACDC Association, Suceava, Romania Strada Zamca 17, Suceava 720214 Email: acdcassociation@gmail.com
Website/link to further information	http://osansapentruviitor.eu/
Location	Suceava/Dolhasca, Romania
Start date / End date	01.01.2015 / 31.12.2017
Is it a structural practice, a pilot, or something else?	A pilot
Resources needed	<ul style="list-style-type: none">• training tools to ensure a standard approach of the educational specialists• digital storytelling methodologic approach to teach vulnerable groups
Who funded the good practice?	The Norwegian Fund and The Romanian Social Fund
Evidence of success	4 Functional Social Multifunctional Centre that operate in Suceava county 400 youngsters, out of which 160 belonging to Roma community, and 800 parents received training and support services
Which are the two most relevant context specific issues during implementation?	A large proportion of young people in risk situations are Roma people and they chose school



	<p>abandonment because they have to face discrimination in schools and stigma.</p> <p>The lack of professional counseling services and low extracurricular offer led us to look for solutions that ensure a future for young Roma people at risk. Thus, as the risk of social exclusion is increasing when a person fails to find a place in the socio-economic environment based on their own skills and abilities, we have created packages of extracurricular activities and sessions of vocational counseling, actions whose main purpose is the socio-economic inclusion of young Roma.</p>
Difficulties encountered	<p>Working with Roma community was quite challenging.</p> <p>To attract them to participate we included in the training package digital storytelling techniques and encourage them to talk about their cultural heritage (gastronomy, music, traditions) and recorded in short videos with the support of their tutors. In the end we created a movie including all video-spots which was broadcasted in the community centers and schools. This has improved roma people self confidence, promoted their cultural values and helped the community to overcome stigma.</p>
Potential for learning/transferability	<p>The 4 centers continue to provide support services and learning assistance to Roma people, representing a good model to replicate in other communities facing the same challenges related to Roma community.</p>
Which parts were essential for the success?	<ul style="list-style-type: none">• The involvement of Local Stakeholder with participation of public administration, and social assistance department that increased significantly the community involvement and



	<p>valorization of local resources.</p> <ul style="list-style-type: none">• Transfer of know-how and good practices within the transnational partnership from Romania and Norway involved in the implementation of the project, which already developed tools for support services and best practices validated locally.• Specializing 40 teachers and educational experts in digital storytelling techniques• The training for 800 students involved in 10 formal trainings and 7 workshops <p>Study visits for youngsters and their parents in Norway</p>
Any other important information	-

SMART 4 YOUTH

	Description
Name of the good practice	<i>"SMART 4 YOUTH - Support, Mobility and Arts for youth across the border Romania- Ukraine"</i>
Describe the intervention/general description	<p>Developing and implementing specific joint programs in education destined to prevent the early school leaving phenomenon among youngsters at risk aged 14 to 20, within a period of 18 months, programs that consists in integrative support programs, trainings, exchange programs for teachers and youngsters that improve the implementation of competences and raise the job accessibility, extra-curricular activities and workshops, actions made possible by the partnerships between 2 educational institutions and 2 educational NGO and a trough cross-border cooperation.</p> <p>Supporting and educating 200 youngsters at risks aged 14 and 20 years, within 18 months, through programs that stimulate creativity, innovation and active citizenship that are made possible by the creation and development of 2</p>



	<p>multifunctional centers that offer integrative support service packages and 4 extra-curricular activities (art of film and photography, traditional crafts, ICT, and entrepreneurship programs).</p> <p>Supporting and educating through exchange programs and trainings during 18 months of 40 specialists, in order to teach them extra-curricular activities and socio-economic counselling methods destined to prevent the school abandonment to favour the school reintegration of youngsters at risk aged between 14 and 20 years old.</p>
Involved stakeholders	<p>Romanian Consulate in Chernivtsi (Ukraine)</p> <p>County School Inspectorate</p> <p>Institution of the Prefect of Suceava County</p> <p>Direction of Public Health</p> <p>Schools</p>
Target groups	<p>200 youngsters (age between 14-18) in risk situations from Romania and Ukraine</p> <p>40 professionals (teachers and educational experts) from the educational environment, from Suceava, Romania and Chernivtsi, Ukraine</p>
Contact person	<p>Rusti Ionut, Project Manager</p>
Contact details	<p>ACDC Association, Suceava, Romania</p> <p>Strada Zamca 17, Suceava 720214</p> <p>Email: smart4youth@gmail.com</p>
Website/link to further information	<p>https://www.smart4youth.com/</p>
Location	<p>Suceava/Dolhasca, Romania</p> <p>Chernivtsi, Ukraine</p>
Start date / End date	<p>01.01.2020 / 30.11.2021</p>
Is it a structural practice, a pilot, or something else?	<p>A pilot</p>



Resources needed	<ul style="list-style-type: none">• Common methodological approach• On-line platform to register and evaluate beneficiaries as well as trainers and mentors.• Evaluation of project progress using a third party to ensure the objectivity of the assessment.• E-learning training tools to ensure a standard approach of the specialists in each partner country.
Who funded the good practice?	ENI CBC Romania-Ukraine 2014-2020
Evidence of success	Not yet available as the project ends in November 2021.
Which are the two most relevant context specific issues during implementation?	<p>Youth today are confronted with multiple problems regarding the integration on the labor market, action that could provide a decent life-style. This situation is especially true for youngsters in risk situations aged 14 to 20 years old, like those who have disabilities, come from disorganized families or are the victims of abuses, youngsters that come from families with many children and a low economic situation, those who come from child support services, those with high school dropping risk or those with juvenile records .</p> <p>In most cases those who find themselves in risk situation are those who are with low school performances. Also, the reasons for family problems is the poor economic situation. In Suceava county, annually there are 800 young people who abandon school for various motives, whereas 300 are teenagers. According to the North-East Regional Development Strategy 2014-2020 (http://www.adrnorddest.ro/user/file/pdr/v3/strategie%20RNE%202014-2020%20aprilie%202013.pdf), the highest rates of school abandonment is recorded in vocational education, the level being of 19% in the Suceava county. According to the same strategy, early school leaving has negative consequences over time on individuals, leading to an</p>



increase in unemployment, poverty and, ultimately, social exclusion. According to the Northwest Region Development Plan 2014-2020 (http://www.nord-vest.ro/Document_Files/Planul-de-voltare-regionala-2014-2020/00001513/tp9mg_PDR%202014-2020%20DRAFT%20sept_2013.pdf) the school dropout rate is of 14.9%, ranking third in the country. A large proportion of young people in risk situations chose school abandonment because they fail to transform the information packages offered by the educational institutions into skills that can assure them a basic income .

The lack of professional counseling services and low extracurricular offer led us to look for solutions that ensure a future for young people at risk. Thus, as the risk of social exclusion is increasing when a person fails to find a place in the socio-economic environment based on their own skills and abilities, we have created packages of extracurricular activities and sessions of vocational counseling, actions whose main purpose is the socio-economic inclusion of young people at risk.

The low opportunities of young people with a risk situation and aged between 14 and 20, to interact with craft artists, together with their need to express themselves practically and to experience arts and crafts, have led us to develop with specialists in their field, extracurricular activities that encourage innovation and creativity. Thus through these actions they could become autonomous persons, active in the socio-economic environment, by valorizing the knowledge and skills they have developed as a result of their participation in our project. The lack of youth cooperation on innovative themes has led us to create traditional craft workshops, ICT non-formal training, photo / video training and non-formal training in entrepreneurship. Thus, through these actions, we determine the interaction between the young people that are in risk situations and are registered in our program and also we determine their active



	<p>participation in the online social environment, through the development of basic ICT knowledge and also their active participation in the economic environment through the development of entrepreneurial skills. This action aims to promote local cultural values and to preserve local traditions and arts by organizing workshops of glass painting, pottery, wood sculpture, sewing and sewing with beads, twig woven and workshops of metal crafting. In order to facilitate the better use of the skills and abilities gained through this program, young people in risk situations can benefit from entrepreneurial courses that stimulate creativity, innovation and active involvement in society, courses that are developed within this project.</p>
Difficulties encountered	<p>Communication in English was challenging for some of the partners – we decided to have zoom meetings every month providing minutes which could be translated in each language of the partnership. For overcoming this we managed a collaboration with a translator to support us for Romanian-Ukrainian translation.</p> <p>The situation created by the COVID-19 pandemic: we had to postpone the project several months because we could not organize the face-to-face workshops; also, we needed to move some of our meetings in online.</p>
Potential for learning/transferability	<p>The students participating in the traditional crafts workshop can provide the products, the students from photo/video workshop can brand the product, the students from ICT workshop can promote the product and the students from entrepreneurship programs can sell the products.</p> <p>Therefore, they can make use of each other's skills and they can make profit from their knowledge, becoming self-sufficient.</p> <p>The whole project concept and philosophy it is based on sustainable development based on local resources from the border areas in our cases the young generation that we have to support to get integrated on the labour market using local possibilities on motivating them to learn practice and to do creative thinking. So, the project it is focused to valorise new possibilities of jobs within ICT, media sector,</p>



	photography and film but also within traditional crafts with hundreds of years history and massive cultural value on the border area on building civilisations and communities.
Which parts were essential for the success?	<ul style="list-style-type: none">• On-line platform to register and evaluate beneficiaries as well as trainers and mentors. This is also an outcome that support the project's sustainability• E-learning training of professionals• The involvement of Local Stakeholder Committee with participation of public administration, business sector, labor office and social assistance department that will increase significantly the community involvement and valorization of local resources.• Transfer of know-how and good practices within the transnational partnership involved in the implementation of the project, organization with large experience in working with different vulnerable groups, which already developed tools for support services and best practices validated locally.• Specializing 40 teachers and educational experts during 18 months in order to offer extracurricular activities• The training for 200 students organized in 8 different workshops, each lasting 5 days in both Romania and Ukraine.
Any other important information	-

PORTUGAL

PEJENE – Internship Program for Young Higher Education Students in Companies

	Description
Name of the good practice	PEJENE- Internship Program for Young Higher Education Students in Companies
Describe the intervention/general description <i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i>	
Involved stakeholders	
Target groups	
Contact person	Susana Chaves
Contact details	schaves@fjuventude.pt
Website/link to further information	http://www.fjuventude.pt/pt/projetos/estagios/28-pejene-programa-de-estagios-de-jovens-estudantes-do-ensino-superior
Location	Portugal
Start date / End date	February 2020 / December 2020
Is it a structural practice, a pilot, or something else?	
Resources needed	Places for internship in a companies and university students.
Who funded the good practice?	
Evidence of success	In 2020, 130 students did an internship with 23% employment rate at the end. This is a good result achieved considering that it is about the employability of young graduates, in the current pandemic context.



Which are the two most relevant context specific issues during implementation?	
Difficulties encountered	We have more places for internships than students available. Last year due to the pandemic we allow the student to do an internship in loco, hybrid or virtual.
Potential for learning/transferability	Unique training and support program to enhance the curricula of young people as students, complementing their academic training and facilitating their future insertion in the labour market, which has also benefited companies and other participating institutions, thereby also facilitating the selection processes and recruitment of qualified human resources, in all areas of study and in all sectors of activity.
Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i>	
Any other important information	The companies support the food and transport allowances and insurance.

PEMAAT – MAAT Museum Internship Program

	Description
Name of the good practice	PEMAAT MAAT Museum Internship Program
Describe the intervention/general description <i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i>	



Involved stakeholders	
Target groups	
Contact person	Susana Chaves
Contact details	schaves@fjuventude.pt
Website/link to further information	http://www.fjuventude.pt/pt/projetos/em-parceria/29-pe-maat-programa-de-estagios-maat-museu-de-arte-arquitetura-e-tecnologia
Location	Lisbon
Start date / End date	May 2021 – November 2021
Is it a structural practice, a pilot, or something else?	
Resources needed	University students from 18 to 25 years old in the fields of Sciences and Arts.
Who funded the good practice?	
Evidence of success	More than 600 students have applied last edition. 40 Students are doing an internship of 6 months in the MAAT Museum.
Which are the two most relevant context specific issues during implementation?	
Difficulties encountered	Less students available in sciences than in arts.
Potential for learning/transferability	This program allows participants to develop a professional experience in a museum of international reference, to deepen their knowledge in the real context of MAAT's functioning, to



	develop personal leadership skills, to train in team management and to develop a spirit of initiative, commitment and discipline.
Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i>	
Any other important information	The MAAT Museum supports a monthly internship scholarship, transport allowances and insurance

INCORPORA

	Description
Name of the good practice	INCORPORA
Describe the intervention/general description <i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i>	
Involved stakeholders	
Target groups	
Contact person	Paula Graça
Contact details	pgraca@fjuventude.pt
Website/link to further information	http://www.fjuventude.pt/pt/projetos/em-parceria/projeto-incorpora
Location	Lisbon
Start date / End date	January 2021 – December 2021



Is it a structural practice, a pilot, or something else?	
Resources needed	Young NEET; Long-term unemployed; Over 45 years; People with physical and mental disabilities; People in situations of poverty and social exclusion
Who funded the good practice?	
Evidence of success	<p>High number of supported and integrated young beneficiaries. High number of partner companies and job offers available.</p> <p>In the Lisbon region and, since the beginning of the project, the Youth Foundation, registered about:</p> <ul style="list-style-type: none">- 200 beneficiaries with individual monitoring by the INCORPORA program team;- 100 direct insertions in companies and offers from the Incorpora program;- 50 insertions, with support from the technical team, in organizations outside the Incorpora group;- 70 offers made available on the Incorpora platform, by FJ partner companies. <p>At the national level, the Incorpora Program, since 2018, has about: 60 entities in the network, 5400 active beneficiaries, 1622 companies visited, 400 contracting companies, 2573 managed offers and 1557 job offers shared in the network.</p>
Which are the two most relevant context specific issues during implementation?	



Difficulties encountered	Due to the covid-19, we found increased difficulties in the Portuguese Companies, which conditioned the quantity and consistency of the offers available in the last year.
Potential for learning/transferability	The social entities of the INCORPORA Portugal program work in a network to facilitate the job integration of vulnerable social groups in companies in all sectors. It is a work of collaboration and sharing that is achieved thanks to a collaborative methodology that is constantly renewed according to the needs of the market.
Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i>	
Any other important information	<ul style="list-style-type: none">- Offer of free training to young people.- It is a complementary project to others of the FJ, with integrated solutions in the support and monitoring of young people, teamwork and an excellent network of contacts.-100% annual funding guaranteed by the "La Caixa" Foundation.- It is a project that also counts on the technical support of highly specialized professionals and already with 13 years of successful experience in Spain.

Get Forward

	Description
Name of the good practice	Get Forward
Describe the intervention/general description	



<i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i>	
Involved stakeholders	
Target groups	
Contact person	Pedro Nunes
Contact details	pnunes@fjuventude.pt
Website/link to further information	http://www.fjuventude.pt/pt/projetos/em-parceria/get-forward
Location	Porto, Vila Nova de Gaia, Matosinhos, Gondomar, Maia – Municipalities from the Oporto region from Portugal
Start date / End date	June 2016 – November 2020
Is it a structural practice, a pilot, or something else?	
Resources needed	The Get Forward project had a simple but effective methodology. In the first stage with the partnership of the municipalities we identify the key areas of employability of the city, companies, and youngsters to participate in this program. These youngsters would then participate in a classroom capacitation of 180h in the topic chosen by the municipality, that would be followed by a internship of 160h in the companies in that municipality. As a complement to these stages during all the stages we hired a mentor to accompany the



	youngsters and help them develop personally and professionally.
Who funded the good practice?	
Evidence of success	This project impacted the life of 55 youngsters in the municipalities of the project. From these 55 youngsters 40% are currently employed, 25% are working as freelancer/short-term jobs and 12% decided to continue studying and go to the higher education.
Which are the two most relevant context specific issues during implementation?	
Difficulties encountered	The main difficulty of this project was to find and motivate the youngsters to participate in this program. Motivating these youngsters was not always an easy process and that impacted the final outcome of the project. Unexpectedly the pandemic also diffculted this program since some of the areas of capacitation chosen where tourism, and with the pandemic was impossible to find a placement/internship for these youngsters and impacted negatively in 20% the final results of the program. (the project wasn't adapted for that reality)



<p>Potential for learning/transferability</p>	<p>We identified a main point of transferability and a main point of improvement in this project. As a main point of transferability for other projects we identified our mentorship program since in this program we hired a mentor to help the youngsters complete the course, motivate them and give them tips on how to build CV's, among others. Having a mentor is a great way to motivate each student that keeps the student motivated, don't lets him drop out and helps the student develop them self either personally either professionally.</p> <p>As a point to improve, the extension of the classroom capacitation and internship will be points to rethink in next editions. In this program we developed 180h of classroom education and 160h of internship in a company. The classroom component was a bit short in order to convert students from different backgrounds to new and more employable professional profiles, and the professional internship also suffered from the short extension, since the student didn't had time to get use to the company/job before the end of the internship</p>
<p>Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i></p>	
<p>Any other important information</p>	



ITALY

Youth Guarantee (Garanzia Giovani)

	Description
Name of the good practice	Garanzia Giovani (Youth Guarantee)
Describe the intervention/general description	<p>Garanzia giovani is a national program aimed at improving the chances of people below 29 years to enter the job market.</p> <p>It defines the profiles of applicants, with their hard and soft skills, counselling them on the base of their ambitions and needs.</p> <p>After that, it funds internships in any sector for 6 months, paying interns on behalf of the employers.</p>
Involved stakeholders	<p>Anapal (National agency for employment policies)</p> <p>Local branches of Anapal</p> <p>Public employment offices</p> <p>Companies</p>
Target groups	People between 15-29 years old and NEET
Contact person	Patrizia Agata Caudullo (Anpal Sicilia)
Contact details	<p>Address: Via Marchese di Villabianca, 98, Palermo</p> <p>Email: info@ciapiweb.it</p>
Website/link to further information	<u>Website</u>
Location	Italy
Start date / End date	2014-currently ongoing



Is it a structural practice, a pilot, or something else?	It is structural, partially funded with European funds
Resources needed	Initially funded by EU with 1,513 billion euros and co-funded by Italy with 378 million euros. This budget has been then distributed across the union to fund all the national programmes.
Who funded the good practice?	<ul style="list-style-type: none">• European employment Initiative Fund• European Social Fund• Italian Government
Evidence of success	In 2018 more than 1 million people were registered and in March 2019, according to Anpal, the 55,2% of people who completed an internships or apprenticeship within Garanzia Giovani program, have been employed.
Which are the two most relevant context specific issues during implementation?	• High number of unemployed young people in Italy unemployed (30%) with 22% of NEET
Difficulties encountered	<ul style="list-style-type: none">• Finding employers willing to hire people after the 6 months of internship• Bureaucracy due to the presence of different public stakeholders (national, regional, and local level)
Potential for learning/transferability	Presence of ANPAL, public actor that has offices at national and local level
Which parts were essential for the success?	As above, the presence of a public institution. The main success factor of the programme is that it offers tailored support to every young person/NEET enrolled. It first puts in contact the NEET with the local employment center (centro per l'impiego) of his/her choice, then



	<p>together with a tutor, a one-on-one orientation period begins. Here the tutor helps the young person in assessing his/her skills and identifying the occupational sector most suitable for their profile. Then, a pact is signed in between the young person and the employment center. This pact will include the services (private or public) to support further skills acquisition on the employment sector chosen by the young person enrolled. This goes along with an employment support programme where job opportunities are presented to the young person as soon as they are available.</p> <p>This holistic approach together with the support of public institution is vital to provide the wide range of services young people need in order to get out of stagnation and become contributing members of society.</p>
Any other important information	

M'ama food

	Description
Name of the good practice	M'ama food
Describe the intervention/general description	M'ama Food - Catering dal mondo (Catering from the world) is a social catering organisation offering international, ethnic menus and employs refugees and asylum seekers. The idea arose in the framework of the shelter Sammartini of the Municipality of Milano. The shelter, managed by the social cooperative Farsi Prossimo, offers temporary hospitality to immigrant women (with or without children) who applied to obtain the status of refugee or asylum seeker. In 2010,



	<p>a kitchen workshop was started to promote the integration of refugees women. Founded as a training activity, the initiative achieved resounding success: the women felt personally rewarded and developed a strong motivation, while the clients valued the originality and quality of the recipes. Shortly, M'ama Food started to receive requests for catering services not only from friends and neighbours, but also from different organisations organizing events and meetings. Realising the great potential of this experience as a tool for social inclusion and work insertion, in 2012 the cooperative registered and started up a regular social catering business. Since then, M'ama Food has developed greater professional competences through qualified training, slowly building an entrepreneurial spirit. Today the initiative, born with an initial group of six people, involves up to 35/40 people. There is a stable group of cooks, caterers and hostesses and different people participating on a temporary basis, gaining professional experience and an opportunity to start a new career.</p> <p>Main objectives are:</p> <ul style="list-style-type: none">• Supporting the integration of female refugees and asylum seekers• Promoting training and work insertion opportunities for female refugees• Encouraging intercultural dialogue through different food traditions and recipes
Involved stakeholders	<p>Key partners: Consorzio Farsi Prossimo (the consortium of social cooperatives promoted by Caritas Ambrosiana, including the cooperative Farsi Prossimo) and Caritas Ambrosiana supported the cooperative in the launch and development of the initiative. Other partners: M'ama Food collaborates with different foundations (Cattolica, Bertini, Cattolica Assicurazioni) and associations (among which Asspi and Asnada) Project sponsors: Coop Lombardia (regional umbrella)</p>



	organization for cooperatives), Hotel Hilton, Pasta Garofalo, Vahlrona, the chef Gianluca Fusto.
Target groups	The main beneficiaries of this initiatives are foreign women with the status (or applying for the status) of refugee or asylum seeker. They can be victims of ill-treatment, exploitation, persecution, and oppression and may arrive from war zones. Usually, they join the project from the Sammartini shelter, but can arrive from different situations. Since 2013, M'ama Food involves also regular immigrants with residence permit, both men and women.
Contact person	Farsi Prossimo Onlus Società Cooperativa Sociale Project contact person: Rocco Festa
Contact details	E-mail: r.festa@farsiprossimo.it
Website/link to further information	Project website: www.mamafood.it
Location	Province of Milano
Start date / End date	Start date of the kitchen laboratory: 2010 Start date of the catering business: 2012 Duration: unlimited
Is it a structural practice, a pilot, or something else?	It is an implemented long-lasting local project
Resources needed	Permanent staff: 1 project coordinator, 1 educator, 1 cook Temporary staff: 35/40 women and 5 men At the beginning these are employed through paid apprenticeship (borsa lavoro) finalised at in-work-



	<p>training on a part-time basis (about 20 hours per week). Then they are given the opportunity to continue to work with the organisation after the end of the apprenticeship. Volunteers: 15 persons are supporting the organisation.</p> <p>Project budget: Range values of the project turnover: 50,000 to 100,000 euro.</p>
Who funded the good practice?	<p>The project was mainly financed through the financial resources of the cooperative and some private donations.</p>
Evidence of success	<p>Since 2010, the initiative has reached about 40 beneficiaries, providing training and a working experience. Almost all of them are still collaborating at M'ama Food catering services on a part-time basis (some having other temporary employment at the same time), while 7 have found permanent employment with other similar services, thanks to the contacts and skills developed during their experience. Only 2 people withdrew from the project for personal reasons. The initiative is highly appreciated by the people involved at professional and personal level.</p>
Which are the two most relevant context specific issues during implementation?	<p>Migrants' inclusion is a key issue in Sicily and Italy given the high number of people yearly migrating in. Most of these people come from incredibly tough journeys and unbearable living conditions and if not properly supported might end up marginalized or even worse exploited by criminal organizations or abusive employers. Finding them a meaningful and fair job is not only a chance for them to have an income but it's one of the key-pieces of their meaningful inclusion in the country of arrival.</p>
Difficulties encountered	<p>The main difficulty emerged during the start-up phase was the internalisation of the entrepreneurial spirit and the overcoming of a merely "charitable approach" in the definition of the business strategy and the working methodology. The strategic and organisational approach, the deadlines, the training and the</p>



	procedures have been structured and formalised little by little.
Potential for learning/transferability	The main characteristics and elements of the project can be transferred to other territorial context and can be reproduced keeping in mind the utmost importance of a strong network to start the project, involving both financial backers and potential customers of the services since the beginning. This factor is particularly relevant during the start-up phase.
Which parts were essential for the success?	Strong social network with local stakeholders and the support of the local community are key elements to have in order to achieve the objectives M'ama Food has achieved. These stakeholders and their support is vital since it ensures visibility and availability of spaces to work into as well as ensuring customer reach.
Any other important information	In October 2012, M'ama Food received a special mention in the framework of the "Sodalitas Social Innovation Award", given to the best innovative social projects identified by a jury of socially responsible enterprises. (www.socialinnovation.sodalitas.it/)

Cotti in Fragranza

	Description
Name of the good practice	Cotti in fragranza
Describe the intervention/general description	Cotti in fragranza is a social enterprise born from a social inclusion through work project funded by the foundation "Fondazione Con il Sud". The enterprise works with young offenders from the dedicated local detention center of Palermo "Malaspina". It employs directly 33 people all residing at "Malaspina". They produce (after being trained) patisserie which is then sold through several channels (online, organic shops throughout Italy).



	<p>The idea behind the initiative is that offering employment and training to young offenders is the best way to empower them and support them in continuing their professional life outside of the detention center.</p>
Involved stakeholders	<p>The list of involved stakeholders is long and includes:</p> <ul style="list-style-type: none">• Wineries: Tenute Orestiadi & Masi• Anti-mafia associations: Libera Terra & Addio Pizzo• Cooperatives: Legacoop Sicilia occidentale• Bar/Pub: Al Fresco• Young offenders' detention center: IPM "Malaspina"• Palermo's Tribunal: Tribunale di Palermo• Office for youth social service: USSM Palermo• Solidarity-based purchase groups: Gruppo di Acquisto Solidale
Target groups	<p>Young offenders but also youth at risk and migrants</p>
Contact person	<p>Cooperativa soc. Rigenerazioni Onlus via Ugo foscolo, 8 90018 Termini Imerese (PA)</p>
Contact details	<p>E-mail: info@cottiinfraganza.com</p>
Website/link to further information	<p>Project website: https://www.cottiinfraganza.com/</p>
Location	<p>Laboratorio Cotti in Fraganza Hosted by: Istituto Penitenziario Minorile Malaspina Via Cilea 28 90144 Palermo</p>
Start date / End date	<p>Start date of the patisserie laboratory: 2016 Duration: unlimited</p>



Is it a structural practice, a pilot, or something else?	It is a long-lasting project, self-sustained by the patisserie sales.
Resources needed	<ul style="list-style-type: none"> • Spaces and machinery (professional kitchen, oven etc.) • Initial funding form Fondazione con il Sud, Unicredit and other funding institutes • Sales channels • Local partnerships • National partnerships • Website and e-shop for online sales.
Who funded the good practice?	<p>A mix of financing institutions</p> <ul style="list-style-type: none"> • Unicredit • Fondazione con il Sud • Other (info NA)
Evidence of success	<p>So far, they involved 33 young people (12 young offenders, 9 young people at risk, 8 young migrants, 2 young homeless, 1 minor and 1 adult from a criminal rehabilitation institute</p> <p>They produced 27,000 kg of cookies, sold 102,000 cookie jars and started 33 professional pathways.</p>
Which are the two most relevant context specific issues during implementation?	<p>The existence of a dedicated workshop area within the IPM Malaspina, the openness to cooperation of the institution together with the proactivity of the administrative offices in granting the spaces and support to the initiative has been vital.</p> <p>Another relevant factor during the implementation has been the existence of a vital network of associations and cooperatives working of social inclusion and anti-mafia has been a key element to help out Cotti in Fraganza find the necessary allies as well as forwarding the message of the project.</p>
Difficulties encountered	<p>Managing a group of young people who are going through tough time and being able to support them and help them live up with their strong emotions throughout the whole process is difficult, but also rewarding.</p>
Potential for learning/transferability	<p>This project has a lot of potential due to its intrinsic sustainability (financial) which relies on the concept of</p>



	<p>social entrepreneurship. After the startup funding the project sustains itself through sales of products/services. It can be replicated not only in pastries applications but including other arts and crafts. It could be transferred to be applied both to the same target groups elsewhere or with new target groups such as NEETs.</p>
<p>Which parts were essential for the success?</p>	<ul style="list-style-type: none">• Support and spaces given by the IPM “Malaspina” as well as the support received from the other branches of the judiciary system in Palermo.• Availability of a public sensitized and willing to try out the high-quality products they produce.• Availability of trainers to provide learning experiences and professional training to the young people involved.• Funding during the startup phase.• Creation of co-marketing strategies together with other companies (e.g. wineries).• Strong local network with retail shops and with local associations and third sector actors.
<p>Any other important information</p>	



SWEDEN

Dua

	Description
Name of the good practice	Dua
<p>Describe the intervention/general description</p> <p><i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i></p>	<p>The Delegation for the Employment of Young People and Newly Arrived Migrants (Dua) is to promote cooperation between municipalities and Arbetsförmedlingen (the Swedish Public Employment Service) and the development of new forms of collaboration. The aim is to help to reduce youth unemployment and enable newly arrived migrants to become more effectively established in work. Within its overarching mandate, Dua's tasks include encouraging municipalities and Arbetsförmedlingen to enter into collaborative agreements at local level and put them into practice. Dua is also to allocate government grants to municipalities linked to these local agreements.</p> <p>Dua's mandate includes conducting dialogue with and encouraging dialogue between individual municipalities, the Swedish Association of Local Authorities and Regions (SALAR), the labour market partners in the local government sphere (municipality and county council level), other central labour market partners, agencies, regional actors, and others on how labour market policy initiatives to benefit young people and newly arrived migrants can be developed and made more effective at local level.</p> <p>Dua is also gathering and spreading knowledge about and best practices on labour market policy initiatives and forms</p>



	<p>of collaboration, and identify obstacles, problems and shortcomings in cooperation between the State and municipalities when implementing labour market policy. In its work, Dua pays particularly attention to the importance of gender equality at work and seize opportunities to combat gender segregation in the labour market. Dua's work runs in close dialogue with Arbetsförmedlingen. The aim is to integrate new forms of working, developed as a result of the work of Dua, in Arbetsförmedlingen's ordinary activities. In its work, Dua is also to specifically consult the Swedish ESF Council, the government agency responsible for managing the European Social Fund. A reference group has been linked to Dua, comprising representatives of different political parties.</p>
Involved stakeholders	<p>The involved municipalities Adult Education providers included – in Borås Department for Working Life as well - , Folk High Schools, Swedish Public Employment Service, the companies, Swedish National Agency for Education, SALAR, Trade Unions,</p>
Target groups	<p>Young Adults 16-29 years old or immigrants</p>
Contact person	<p>Anita Lomås, Adult Education Boras</p>
Contact details	<p>Anita.lomas@boras.se</p>
Website/link to further information	<p>https://www.dua.se/din-kommun/boras</p>
Location	<p>Borås, Region of Borås</p>



Start date / End date	On-going
Resources needed	SEK 25 Millions 2021 (SEK 2017 105 Millions for all municipalities. Every municipality has different personal resources depending on inhabitants
Evidence of success	<p>Follow up regularly. Skills supply for companies</p> <p>Specific information on work with local agreements</p> <p>The foremost tool of Dua in encouraging cooperation is local agreements between, in the first instance, municipalities and Arbetsförmedlingen. Since autumn 2015, 287 of Sweden's 290 municipalities have entered into local agreements with Arbetsförmedlingen on cooperation to reduce youth unemployment. The agreements concern how joint initiatives regarding young people aged 16 to 24 who are not in education, employment or training are to be organised and run. The agreements are based on a joint survey of the size of the target group, its composition and needs and locally set goals.</p> <p>According to additional instructions laid down in February 2017, Dua is also to foster cooperation between actors that are important in ensuring that newly arrived migrants find their feet in the job market. As part of this dialogue with Arbetsförmedlingen, SALAR and the individual municipalities, Dua has produced a model for how cooperation can be deepened. The model is based on local routes to work for the individual. In late spring 2017, Dua conducted 25 regional dialogues with representatives</p>



	<p>of municipalities and Arbetsförmedlingen offices, at which municipalities were invited to start working in line with the model together with Arbetsförmedlingen. At these dialogues, Dua also provided information about opportunities for the municipalities to apply for government grants to initiate deeper cooperation to aid newly arrived migrants in finding work.</p> <p>https://www.dua.se/about-us</p> <p>Participants continue with their studies or start to work, "jobbspår" ("Local job paths". It gives opportunities to study at the Adult Education regardless of disability, language, or place of residence in the region.</p>
Difficulties encountered	Depending on labour market. Sometimes lack of motivation, mental health problems among participants
Potential for learning/transferability	Immigrants all ages participate and dua is Adapted to local conditions
Any other important information	

Vi-projectet

	Description
Name of the good practice	Vi-projectet
Describe the intervention/general description	1000 NEETs are, throughout this project, expected to approach work or studies, gaining increases in health and empowerment, thus improving their own control of their life situation in general.



<p><i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/ good practice.</i></p>	<p>The activities and experiences of the We-project are of high relevance for the planned key activities in NEETs for NEETs, since the teachers mentors etc already have touched upon co-creative activities together with NEETs throughout the project's implementation period.</p> <p>Goal: NEETs have approached work or studies and gained increased health and empowerment and control over their life situation.</p> <p>Outcomes for the We project - Individual level</p> <p>Sub-goal 1 Recognition 1000 NEETs have been seen, are owners of their own future plan and feel involved in the process</p> <p>Sub-goal 2 Motivation</p> <p>800 UVAS has participated in various initiatives for better health, empowerment, on their way to start studies or work.</p> <p>Sub-goal 3 Good health</p> <p>80% of the 800 participants have increased knowledge of how the healthcare system works.</p> <p>Sub-goal 4 Back on track</p> <p>70% of 800 participants have increased faith in their future opportunities and abilities.</p> <p>Sub-goal 5 Completed studies</p> <p>50% of 800 participants have started studies according to an adapted study plan.</p> <p>Sub-goal 6 Closer to the labour market</p> <p>15% of 800 participants have practiced with a view to work.</p> <p>Outcomes for the We-project – Organisation/Community level</p> <p>Sub-goal A: Confirmed consensus on the target group</p> <p>Sub-goal B: Knowledge of all partners about the collaborative education reforms</p> <p>Sub-goal C: Ensured opportunities for transition from folk high school to municipal adult education</p> <p>Sub-goal D: Routines for collaboration around the target group</p> <p>Sub-goal E: A good cooperation between involved partner organisations</p>
<p>Involved stakeholders</p>	<p>30 partners are involved, municipalities, associations of local authorities, universities, folk high schools, and civil society organisations (Save the children).</p>



Target groups	1000 (NEETs) young adults(15-24) in Region Västra Götaland
Contact person	Patrik Eriksson, Adult Education Borås Anna-Lena Moisander, Adult Education Boras Mia Sundström, Adult Education Boras
Contact details	Patrik.eriksson@boras.se , anna-lena.moisander@boras.se , mia.sundstrom@boras.se
Website/link to further information	https://www.vgregion.se/regional-utveckling/verksamhetsomraden/folkhalsa/kraftsamling-fullfoljda-studier/studiemotivation/vi-projektet/ https://www.boras.se/utbildningochforskola/vuxenutbildning/projekttochsamarbeten/viprojektet.4.2e4f2177173eb3556d43efd6.html
Location	Adult Education Boras
Start date / End date	Aug 2020 – Dec 2021
Is it a structural practice, a pilot, or something else?	This ESF-project is a pilot project and successful elements will be up scaled
Resources needed	The resources needed for the project coordinator: April 2020 – June 2022(40 h per week) Project manager 100 % Deputy project manager 100 % Controller 50% Communication officer 50 % Administrator 100 %



	<p>Special Education Teacher 100 % Method Developer 80 % August 2020 – November 2021</p> <p>Each partner in the consortium needs different resources depending on the size of the organisation and how many NEETs</p>
Who funded the good practice?	Total Budget SEK 97 094 636 co-financed with SEK 45 639 581 from the European Social Fund
Evidence of success <i>NB. e.g. an evaluation report can be uploaded here¹. A report is great, but mention a summary of the evidence here.</i>	The goal is that the former NEETs continue studying or find a job. In Borås they can choose the pathway health care. The project is ongoing and not evaluated
Which are the two most relevant context specific issues during implementation?	A Resource Team with Mentor, Special needs teacher and Educational Welfare Officer
Difficulties encountered <i>Please also mention how</i>	Sometimes lack of motivation, Swedish language challenging in studying courses in a more advanced level, some students having problems related to mental health.

¹ Label the annexes with 'YOPEVA_WP1_PX_GPX_name of report → e.g. YOPEVA_WP1_P5_GP1_Werken leren. Please refer in this template to the annex.



<i>you overcame these difficulties.</i>	The NEETs are in the same group as other students – and not a special group - but are given more support than other students
Potential for learning/transferenceability	The Resource team and to involve NEETs in other regular groups
Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i>	The transversal perspectives ""Own your future!" and "Meetings on equal terms" between NEETs, mentors, teachers etc
Any other important information	

Yrkes trainee

	Description
Name of the good practice	Yrkes trainee



<p>Describe the intervention/general description</p> <p><i>Try to make sure that somebody who never heard about it also understands how it works. Mention what was special about this intervention/good practice.</i></p>	<p>Vocational trainee, apprenticeship with 75 percent workbased learning with salary and 25 percent school based learning.</p> <p>Yrkes Trainee is an initiative between the West Sweden Chamber of Commerce, Region Västra Götaland and the Adult Education (Vocational Education and Training) in Region Borås, one of the four sub regions of Region Västra Götaland. The initiative has the goal to meet the labour market's needs for workforce demand.</p> <p>The apprenticeship takes one year to complete. After an orientation course and CV writing the recruitment process takes place. A Learning Agreement will be written. Thereafter the Work-based learning starts with three or four days per week. Each student has a workplace mentor.</p>
<p>Involved stakeholders</p>	<p>Region Västra Götaland , West Sweden Chamber of Commerce, Adult Education in Region Borås (Vocational Education and Training)</p>
<p>Target groups</p>	<p>Young people over 19 years old</p>
<p>Contact person</p>	<p>Rasmus Flick, West Sweden Chamber of Commerce Anita Lomås, Adult Education Borås</p>
<p>Contact details</p>	<p>Rasmus.flick@vastsvenskahandelskammaren.se Anita.lomas@boras.se</p>
<p>Website/link to further information</p>	<p>https://www.vastsvenskahandelskammaren.se/medlemskap/ny-vuxenutbildning-inom-smart-industri/</p>
<p>Location</p>	<p>Different places, for example in the region of Borås: Mark</p>
<p>Start date / End date</p>	<p>On-going, duration of education 1 year</p>



Is it a structural practice, a pilot, or something else?	Pilot project
Resources needed <i>Be as specific as needed. We need to know about the resources to decide if it's possible to include the practice or elements of it into the existing Jove practice. Not only think about money (because with 1 Euro in Romania you can do more than with 1 Euro in Sweden), also think of man hours, what specific things you need to buy (e.g. shirts) instead of how much it costs.</i>	The resources are: West Chamber of Commerce, project manager co-financed by Region Västra Götaland, teachers and mentors in the companies
Who funded the good practice?	Region Västra Götaland and the companies pay salary SEK 18.000-21.000 for each student
Evidence of success	Participants are provided education and jobs with a salary. Competence supply for companies
Which are the two most relevant context specific issues during implementation?	Cooperation between all involved partners and to find interested young people.
Difficulties encountered	Challenges: Matching problems, situation in labour market, corona, organisation and planning
Potential for learning/transferability	Combination studies (25%) and job (75 %) within CNC, welding in the Borås region.



<p>Which parts were essential for the success? <i>We can also think of elements to include in the Jove practice. What parts worked so well, that you would recommend to include?</i></p>	<p>The teachers are very open minded and have a good cooperation with the mentors. They assess the apprentices together West Chamber of Commerce and Region Västra Götaland support the companies and the cooperation in general between all involved partners. Adult Education Borås included.</p>
<p>Any other important information</p>	