

2020

# NEETS *in* ACTION



GUIDE >

FOR SOCIAL INCLUSION  
AND DEVELOPMENT OF LOCAL  
PARTNERSHIPS FOR EMPLOYABILITY  
OF YOUNG PEOPLE WHO ARE CURRENTLY  
NEET



## **GUIDE** > FOR SOCIAL INCLUSION AND DEVELOPMENT OF LOCAL PARTNERSHIPS FOR EMPLOYABILITY OF YOUNG PEOPLE WHO ARE CURRENTLY NEET

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### **Place of Edition**

Lisbon, PT

### **Date of Edition**

June 2020



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## PART A

### 1. Introduction



This guide defines processes and tools to enhance networks for employability at local level. This includes how to build laboratories of innovation in employment policy in local communities; i.e. construction, implementation and maintenance of local networks for employability of young people who are NEET.

The structure of the guide is divided into two parts - A and B.

- ❖ **Part A**, takes a more theoretical approach based on [the model of intervention](#) which was developed based [on the analysis of good practices](#), coming from the partner countries and respective recommendations. The model has been piloted in Italy, Portugal and Spain. The learning from implementation has been summarised in this guide.
- ❖ **Part B**, is the most challenging part of the guide, because it intends to be a type of “formula” for other entities to adapt the model to their own needs and to use the methodology and tools. It provides practical guidelines about how to apply the model in different contexts, step by step.

The expected impact of this guide is to transfer knowledge about the social inclusion and employability of young people who are NEET. **Overall, the objectives are:**

- ❖ Identify and activate young people who are NEET;
- ❖ Develop key employability competences in young people who are NEET;
- ❖ Support motivation, self-confidence and trust in the system;
- ❖ Develop local community partnerships for employability;
- ❖ Work collaboratively and create **sustainable** networks to support young people, at a local and regional level.



## 2. Intervention Model: main steps

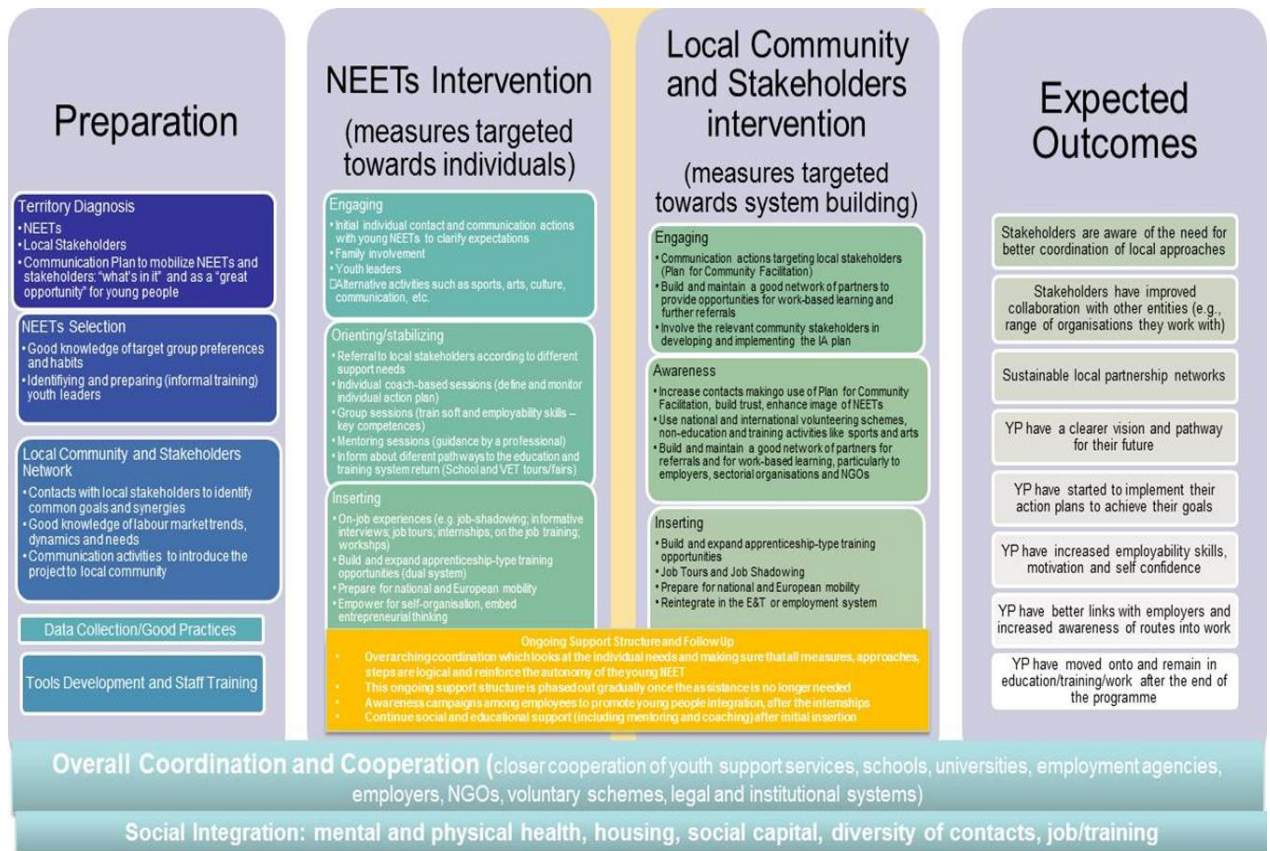
The model of intervention started with an analysis of good practices in the partner countries, and respective recommendations. This is a holistic model, aiming at social integration as a system, and requiring coordination and cooperation of multiple agents from the education, training and employment systems (through a work-based learning strategy), as well as other services and informal chains, such as social work providers, health systems, housing providers, etc.

The overall integration of young people who are currently NEET, entails an intervention with on an individual level (divided into the phases of engaging, orienting and stabilizing, and inserting), but also an intervention on stakeholders and on the local community (with the engaging, awareness and inserting phases). Both, the young people who are currently NEET intervention and the stakeholders and local community intervention are supported by an on-going and follow up structure that provides additional support to all involved in the Individual Action (IA) Plan towards the sustainable integration of the young people who are currently NEET.

The implementation of this model is supported by intervention tools, detailed in [“IO2 – A2 – Creation of the tools for action”](#), as well as by the preparation and training of the staff involved in the application of the model in [“IO2-A3 - Preparation and training of staff”](#).

Finally, the activities integrated in the intervention model involving all parties, namely the young people who are currently NEET, the staff and the stakeholders and local community are expected to achieve short, medium and longer-term outcomes which were assessed by an impact evaluation. The findings of the piloting in Italy, Portugal and Spain will be documented in the project “Impact Evaluation Report”.





Our project rests on the basic assumption that the social aspects to ensure the well-being of young people are a prerequisite for reintegration in education, training and work. Hence, it is important to integrate four different aspects of intervention: education, vocational training, insertion into work, and social integration.

### 3. Framework

Young people who are NEET should be identified and selected with the support of strategic/associated partners, through the network of community stakeholders.

**The target group** – Young people who are NEET, following these criteria:

- 18-29 years old;
- Not in education, not in employment, not in training (NEET);
- With limited employment experience;
- No interest to engage in training;
- Characterised by very disjointed career/education trajectories, with no clear direction or goals, which can lead to long periods of being NEET.

## The project presents the following elements of innovation:

- The governance model with local public-private cooperation;
- The identification of the phases of the job insertion service process;
- The proposals of the integration of different services (at social and at labour market levels) for the young people who are NEET.

The project allows for high sustainability if the cooperation is streamlined and based on specific agreements supported by common procedures, tools and data sources.

## 4. SWOT Analysis of the Intervention Model

Following the pilot testing of the intervention model in three different contexts, a Strength-Weaknesses-Opportunities-Threats (SWOT) analysis was conducted to identify strengths, weaknesses, opportunities, and threats of the model implementation (*for more details of the implementation see IO2-A5 Reporting of testing phase available at <https://neetsinaction.eu/outputs/>*). The list of SWOTs may not necessarily apply to your plan of forming partnerships and integration of social inclusion measures, but it can be a useful guide and may help to think about potential strengths, weaknesses, opportunities and threats in your local context (Figure 1). *You may want to consider the following:*

- ❖ **Strengths:** How to maximise the positive aspects and use advantages (e.g., existing collaborations).
- ❖ **Weaknesses:** How to minimise the negative aspects and problems (e.g., lack of in house staff skills).
- ❖ **Opportunities:** How to utilise opportunities and improve chances (e.g., citizen involvement).
- ❖ **Threats:** How to avoid threats and overcome challenges (e.g., alternative initiatives).

Figure 1: SWOT Analysis of the Intervention Model

Internal factors		
STRENGTHS (+)		
Ability to use the stakeholder network once in place to engage NEETs effectively	Local network of stakeholders	Reputation of partner organisations
Ability to engage community and chambers and put them in contact with young people during job fair	Collaborative approach and sharing of expertise and knowledge	Using an organisation to deliver intervention with experience of working with disaffected/disengaged young people
"Boot-camp" to engage young people into project	Job shadowing/job tours to raise awareness of skill requirements & develop links with real people	Involve young people in events organised
Ability to follow individual action plan with flexibility	Tailoring activities to needs of individual young people	Align skills to employer requirements
WEAKNESSES (-)		
Ability to engage large entities	Staff training for facilitators with language barriers	Ability to attract employers in a short time and without funding and have them offer job-inserting activities
Ability to motivate young people to participate in activities at the start	Working in unsuitable setting (e.g. small space)	Arrange activities outside classroom (visiting job fairs, internships, visits to professionals/companies)
External factors		
OPPORTUNITIES (+)		
Stakeholders' appreciation of model and recognition of relevance of work	Youth workers willing to collaborate	European project as a good brand to engage stakeholders and youth
	Certification for companies which employ young people	
THREATS (-)		
Competition between stakeholders (e.g., Youth guarantee crowds out other projects/activities) and overlapping network	Competing programmes	No funding for stakeholders
Expectations of young people to be given a job	Working with very disadvantaged YP, with low language skills	Lack of time to develop route into employment

**Regarding the prospects of the intervention model, some needs emerge:**

- ✓ The reduction of complexity in governance systems and procedures (through the process reorganization, administrative and managerial simplification);
- ✓ A "more stable correlation" between public and private stakeholders;
- ✓ The use of adequate tools;
- ✓ The creation of a sustainable network between organisations with different institutional and social tasks that can support young people who are currently NEET that are seeking integration in the labour market or re(integration) into the education and training system.

**Public authorities at local level** (Municipalities or Public Employment services or others according to national articulation of competences and powers of different institutions), should take the initiative for:



- a) The enhancement of network relationships;
- b) Network coordination.

## Enhancement of the network

Improving the communication and joint action among different organizations which, while sharing the same purpose of facilitating and offering opportunities for insertion and job retraining for young people with social disadvantages, cover very different institutional and social tasks.

The coordination at local level of the network of public and private stakeholders is a key issue.

**The governance** of a system should be based on specific agreements to harmonize social and employment services, consolidating the integration between social-welfare and training and employment policies, and making the resources involved complementary.

The principle of subsidiarity must be assumed as a fundamental pillar of the governance of the territory, with a view to bring decisions closer to people. In this context, the municipalities must consolidate the cooperation between them, the various parish council and the agents belonging to the third sector, thru formal and informal connections, thus contributing to make an increasingly cohesive, prosperous and sustainable territory.

The role of the public bodies should be to guarantee an institutional commitment nucleus for the joint intervention between public and private organisations safeguarding their respective roles, by ensuring:

- Connection among the local organisation for social and employment policies;
- Support for uniformity of regulatory application;
- Updating of agreements and tools that enhance network relationships;
- Management of economic flows and monitoring of the cost-effectiveness (efficiency) and effectiveness of interventions;
- Communication flows that promote information on the activities and participation of representatives of the final beneficiaries (young people and companies) also with the establishment of territorial promotion groups;
- Coordinated elaboration of projects in the local context and support for territorial planning on shared issues aimed at experimentation and innovation of the interventions;
- Monitoring for the governance of the resources belonging to the territory and for their focus on the system objectives.

## Organisational support

It is important to provide joint training for providers from social and employment services as well as implement shared information databases and procedures to activate the intervention and to manage it.

In addition, you need to implement unitary management of each case with the integration between the social-welfare tools and the training and labour policy interventions and between actors operating in these fields of a public nature, private profit and non-profit. This is the final goal, but it is really difficult to implement on a daily basis and with sustainable costs.

## Companies and their role

Companies have a huge role in the local training system. They are engaged in skill needs analysis and in training in all the dual on the job forms of training. One of the most important characteristics of the network should be the ability to engage companies in the insertion of young people who are NEET in the labour market. Personalization needs to be put in place not just for the young person. Instead, there is also the need to customize the relationship with the company.

Most companies are willing to offer training internships, but the problem is to encourage them to hire the young person at the end. They must be very good at doing their job to have a chance of being hired.

A challenge for the company's contact person can often be simply understanding what he or she is asked to do in terms of the way the particular organization accepts the recruitment of a young person.

Compared to the accompanying phase in the company, these are the shared steps at local level:

- ❖ The search for a company by a service through a database;
- ❖ A previous meeting with the company, to gain a good understanding of the business organization and any adaptations needed for the NEET;
- ❖ Presentation of the young person to the company (i.e. facilitating a meeting between the employer and the trainee);
- ❖ Agreeing practical arrangements for starting the internship (e.g. working hours, start and end times, etc. ...).

One of the main criteria for a good placement in the company is achieving a personalization of the individual-company relationship.

## Shared data

It is important to find a way of gaining and managing access to data held on each young person who is NEET you intend to work with. For example, this could include a tool that private and public employment services use in Veneto, Italy. This is a public platform that contains data relating to each individual worker with regard to their education and job experiences. All operators from different organisations are required to insert any activities that they have completed with an individual. The system is connected to the education database (AROF) which tracks school and university students and to the compulsory communication system (COVENETO) that tracks hiring and layoffs of all the companies.

Having access to such a system allows you to see all the necessary information you need concerning a participant's previous education and employment history and the results and details of previous training or guidance activities he/she has been involved in.

## Cost analysis

It is necessary to analyse the costs of a local network that intervenes in the management the integration of young people who are currently NEET. Some actions in the engagement phase can be cost intensive. A joint management probably needs a lot of organisational support to be efficient. There is always a risk of excessive bureaucratization in the absence of adequate organizational support.

## Network identity

In order to avoid dynamics of mistrust, self-reference of partner organisations and insufficient information sharing, it is very important to have a strong network identity. Good communication is important to achieve this at the local level. It is equally important that all stakeholders are active and there is no obvious overlap or uncertainty of the different roles played by them.

This can be done by mapping operational processes and tools in use and the search for a possible standardization of activities. The output could consist of a table in which the phases are divided according to the different activities. Those responsible for each activity should be indicated for each of them along with the required skills and expected level of responsibility, time and costs.

The project made us aware of what is being done to integrate active labour policies with social and welfare policies. When creating unique services, we "build bridges": we

underline the integrations, but also the differences between what unites and what remains separate, whether public or private. The project offered a valuable opportunity to focus on this in detail, particularly regarding the social assistance organisations and the employment services, both private and public.

## **For the future, the focus must be on young people who are NEET:**

- It is important to understand the true magnitude of the phenomenon, with a subdivision of the different types;
- The guide intends to provide an answer to the problem of those who feel unemployment as a factor that deteriorates individual social condition.
- The guide intends to rely on the collaboration of a series of entities, which share common knowledge, methodologies and procedures. Some approval criteria must be developed through an effort of common reflection. However, this strategy requires a place for extensive institutional availability and the participation of public / private experts, with particular emphasis to the private social sector and the third sector.

## **Open work paths**

- ❖ Retrieve the numerous positive experiences disseminated thru the territory network;
- ❖ Guarantee the efficiency of the system. The goal is to identify and remove all obstacles that prevent taking charge effective;
- ❖ Pursue personalization of interventions at all levels: in the user participation in the design, in the identification of needs of the person, in the search for opportunities, in the attitude towards the user;
- ❖ Avoid an excess of procedures that slow down the execution of the activities.

## **The expected impact and outcomes achieved by the intervention model included:**

- Stakeholders are more aware of the need for better coordination of local approaches;
- Stakeholders have improved collaboration with other entities (e.g., range of organisations they work with);
- Sustainable local partnership networks have been established;
- Young people have a clearer vision and pathway for their future;
- Young people have started to implement their action plans to achieve their goals;

- Young people have increased employability skills, motivation and self-confidence;
- Young people have better links with employers and increased awareness of routes into work;
- Young people have moved onto and remain in education/training/work after the end of the programme.

### The mechanisms for achieving these outcomes included:

- Conducting interviews with young people who are currently NEET, applying various instruments: Initial individual contact and communication actions with young people who are currently NEET to clarify expectations; Individual coach-based sessions (define and monitor individual action plan); Group sessions (train soft and employability skills – key competences). Communication actions targeting local stakeholders (Plan for Community Facilitation);
- Build and maintain a good network of partners to provide opportunities for work-based learning and further referrals;
- Involve the relevant community stakeholders in developing and implementing the project. Increment of contacts making use of Plan for Community Facilitation, in the sense of building trust, and enhancing the image of young people who are currently NEET;
- Contacts with public companies for the internship and/or job experiences.



### Recommendations for shaping individual measures and recommendations for shaping policies on local/regional community level

You can see some recommendations in the [Annex 1](#), page 31. They have been extracted from [O1-A4 Synthesis Report: Community Networking for NEET Integration](#).



## 5. Forms of intervention by executive and community political power

Please see some examples, of forms of intervention by executive and community political power in the [Annex 2](#), page 34. They have been extracted from [O1-A4 Synthesis Report: Community Networking for NEET Integration](#), also [Examples for municipal coordination from IO 1 A3](#).

These documents contain other interesting examples that you might want to refer to.

## 6. Final considerations

- ❖ Municipalities improve the articulation between the municipal services (human resources, economy and innovation, network employ and entrepreneurship);
- ❖ Formalize partnerships, in a short and medium time, with municipal companies, and strategic partners in the sense of integrating young people who are currently NEET in internships, training and / or employment;
- ❖ Fostering sustainable local partnership networks;
- ❖ Improve the articulation with other partners, who work with and for young people;
- ❖ The need to pre-test the tools to apply to the target group, with the contributions of the partners who use them. Understanding if they are clear, practical, objective, if they need to be improved;
- ❖ Increase the follow-up time of participants involved in the project;
- ❖ Increase funding the projects of entrepreneurship, with regard to the creation of their own jobs by young people;

- ❖ Need for financing to local partners in order to have more time to affect the project and human resources available;
- ❖ Transfer of good practices/infusion of program philosophy through common staff training with the participation of strategic and local partners, through good practices government driven and local programs/projects;
- ❖ This system needs to feed on resources integrated on the individual path and based on the individual action plans, individualized measures for each young people in NEET situation;
- ❖ The network represents the operational response to this requirement and guarantees effectiveness, efficiency and transparency.



## PART B

### *Roadmap for action*



This Roadmap for action, intends to serve as a guide with practical suggestions for those who work with and for young people who are NEET, regardless of being a local institution, non-governmental organisation (NGO) or a public body. It is aimed at potential coordinating bodies of such an intervention.



### **Step 1. Local territory diagnosis of needs and existing initiatives**



**What are the territorial needs in terms of integration of young people who are NEET? What responses already exist?**

This first step will allow an organisation planning to implement the model to adjust all further activities to their own context and needs. To do so, the proposal is to gather information related to the territory about: number of local young people who are NEET; key local stakeholder's; labour market dynamics (to be able to inform young people and other local stakeholders and to support the identification of relevant local stakeholders); young people who are currently NEET with skills gaps and skills mismatches; young people who are currently NEET not integrated in any active employment programme; inactive young people who are currently NEET; information on the existence in the territory of community groups, official and local organizations that deliver interventions aimed at young people, or who have developed some European, governmental or local programs. Communication actions targeting local stakeholders' possible responses in the territory to identify common goals and synergies, good knowledge of labour market trends, dynamics and needs. Develop communication activities to introduce the project to the local community; develop a communication plan for young people who are NEET locally; develop contacts with young people, through interviews to apply the various instruments like initial individual contact and communication actions with young people who are currently NEET to clarify expectations.



## What local employment networks already exist for social inclusion?

The diagnosis of the territory, the communication plan with local entities, municipal companies, and strategic partners can be used to understand if they already are part of local networks that develop projects/activities, training, which promote the socio-professional integration of young people who are currently NEET. It is important to be aware of the existence of networks for social inclusion, promoted by governmental and local entities in the area of employment or employability; know what the requirements for integration into the network are; know who in the territory already integrates these networks. Also important to know about the development of project-inspired networks (e.g., for the implementation of the Youth Guarantee funded measures). Initial individual contact and communication actions with young people who are currently NEET can also be used to clarify expectations.

## Which relevant stakeholders could be involved?

All those who are willing to form a cohesive partnership for the social and professional (re)integration of young people who are currently NEET; who develop projects, training and/or promote job responses aimed at this population, whether they are local entities, central and local public administration bodies, NGOs, potential employers (public and private companies) and strategic organizations that may have similar and / or complementary interventions, namely:

Stakeholders with legal or statutory responsibilities vs. youth, companies, employers, training providers, among others.

The role of the public bodies should be to guarantee an institutional commitment nucleus for the joint intervention between public and private organisations safeguarding the respect of their roles.

An important stakeholder in the network are companies. They have a huge role in the local training system. They are engaged in skill needs analysis and in training in all the dual on-the-job forms of training. One of the most important characteristics of the network should be the ability to engage companies in the insertion of young people who are currently NEET in the labour market. Personalization is not just for the person. There is also the need to customize the relationship with the company.

## What are the specific needs of local young people in NEET situation?

It is very important, to listen to young people, to know what their personal and social needs are; the difficulties they have in accessing employment and other responses to professional insertion; their aspirations and expectations. Develop contacts with young people through interviews to apply the various instruments such as Initial individual contact and communication actions with young people who are currently NEET to clarify expectations; group sessions for train soft and employability skills – key competences); mentoring sessions (guidance by a professional); information about different pathways to the education and training system.



## Step 2. Activate local stakeholders and plan intervention

### Which common goals could this intervention reach? What kind of approach could be taken?

To guarantee and to promote the social inclusion of young people in NEET situation; to promote the creation of new work and learning opportunities; to improve employability, social and personal skills of these young people. Promote meetings with entities that promote employment/training/internships to young people currently who are currently NEET. Various actors have different approaches and competences which must be used in a targeted way. In particular a closer cooperation with youth support services, schools, employment agencies and employers.

- A multidimensional approach, integrating all the organisations promoting employment and social development;
- A bottom-up methodology that enhances territorial experiences;
- A series of formal commitments capable of conveying, rationalizing and enhancing, with adequate and consistent tools and paths, all local resources for the common purposes of employment development and social and economic cohesion.

## What are the main strengths and limitations of each partner?

**Possible limitations are:** The need to finance local partners to ensure the use of the necessary human resources. Excessive bureaucratization in the absence of adequate organizational support.

**Possible strengths are:** Activation of a local stakeholder's network to provide a holistic solution for young people in NEET situation and to reach more sustainable outcomes; Partnership building; Greater/better knowledge of the reality of young people who are currently NEET; Creation of sustainable local partnership networks.

## What kind of support will be provided to young people who are NEET?

Development of an integrated plan for each youth, including the participation of young people in planning, as "experts in their situation"; mutual knowledge of resources; thus, creating a logic of potential action for all stakeholders.

Organizing activities outside the formal classroom/training context (for example, job fairs, internships, visits to companies and monitoring of professionals). Companies have a huge role in the local training system. Personalization is not just for the person. There is also the need to customize the relationship with the company. Building and maintaining a good network of partners to provide opportunities for work-based learning and further referrals. **They can provide:**

- On-job experiences (e.g. job-shadowing; informative interviews);
- Job tours;
- Internships;
- On-the-job training; workshops;
- 'Build and expand' apprenticeship-type training opportunities (dual system);
- Preparation for national and European mobility;
- Empowerment for self-organisation, embedding entrepreneurial thinking;
- Building and expansion of apprenticeship-type training opportunities;
- Preparation for national and European mobility; Reintegration in the E&T or employment system.

## What measures should be taken at the level of social integration?

Only rarely can individual measures/projects achieve complex and multidimensional social and professional integration, as they depend on each other and (re)integration to the standard system of education, training and employment is often a longer term, multi-faceted process.

Measures must be planned according to a defined aim, e.g., what should be achieved according to a measurement of social integration as a prerequisite for insertion.

Measures should be consciously modular in order to allow for easy access, immediate gratification, and positive feedback and individualised pathways, while maintaining the overall aim of achieving a sustainable level of qualification and social competence to make a living in the market place.

Labour market integration measures must prove the employer's demand, e.g., through availability to provide internships and a proven record of successful transitions. Measures which aim to use elements of the successful dual apprenticeship schemes rely on this principle. As the employers are in the driver's seat of providing placements, their real needs (quantitative and qualitative) determine the supply of training offers.

## Who coordinates this work at community and local level and what strategy is used?

Coordination may be carried out by local authorities; youth associations; NGOs, and local non-profit institutions among others. Coordination is associated with closer cooperation of youth support services, schools, universities, employment agencies, employers and NGOs, among others. Coordination can also be ensured by state and municipal agencies with funding power to assure leverage - creation of one-stop government agencies for the whole field of youth employment issues, including social and employment related services. The coordinated management of each individual must be maintained until the final integration is achieved. It is important in coordination to make use of methodologies such as working with young people focused on the client, versus results-based employment policies (challenging and supportive) in a balanced and appropriate way to each situation.

## What is the intervention action plan?

Use the principle of case management: to develop and follow an individual guidance and integration plan for each monitored young person that can be implemented by many institutions. The “client” should be included in the development of the plan.

## How will the activities be organised?

Develop an overall plan of social and educational inclusion. Engage all relevant community stakeholders in developing and implementing the plan; build mutual knowledge of resources, logic of action and potential of all actors; activate the local partner network, to establish a communication plan with a local network of partners; assemble a definition of the intervention plan and respective timing; clear leadership, wide network; which will allow sufficient time to develop network procedures and trust, consistency and stability.

## How will the intervention be evaluated?

Create one table in which the phases are divided into activities. The human resources allocated must be designated for each of them with the required skills and level of responsibility (thus starting to address the issue of professional skills required of the various operators), time and costs. It is also necessary to define the assessment tools throughout the intervention.

## Is it necessary to involve other partners?

**Follow a multi-stakeholder multi-agency approach:** a close cooperation between all relevant actors on the local level it is very important. The work with the partners is fundamental for the development and implementation of an intervention plan as well as for future work. In many places, voluntary work is integrated in forms of cooperation, as are NGOs and universities. Sometimes there are unforeseen circumstances; partners can back down for various reasons, such as lack of funding or lack of human resources, in which case it is necessary to assess the need to choose other.

## How will you prepare all staff involved in this intervention and why is it important?

Staff learning - will allow an improvement in productivity in its current occupation. An entity with a high organizational capacity and resources can be responsible for ensuring the training of the staff involved in which regional or local powers do not have the responsibility/capacity/mission to provide such training. Only if the staff working with youth has a wide and in-depth overview of regional resources can it provide quality orientation. To this end getting such an overview and maximising the interfaces with relevant organisations and in particular with employers, must be a routine part of training professionals. Regional networks can facilitate such training.

## How will you communicate in the partnership?

- Prepare information about the project's scope, objectives, and specific activities so it can be presented to local stakeholders by email or in a meeting.
- It is important to clearly state the added value of participation and the expected role of the different stakeholders that will be contacted.
- To build the local network of partners, it's necessary namely to: presentation of the intervention plan; evaluation of training - questions/doubts/tools, among others; establishing a communication plan with local network of partners.

## How will you involve young people who are NEET in this intervention?

Through local entities that provide training, employment, internships or other support tools for young people who are currently NEET, who know their interests, their difficulties, and who already have a trusting relationship with them; involve the relevant community stakeholders in developing and implementing the plan; the realization of group sessions (to train soft and

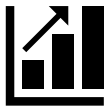
Starting dissemination to young people with a community event that gives them a sample of the whole project can be a good way to motivate young people to participate and prepare online and via on-site dissemination actions. It is important to build a communication plan with the youth leaders, adjusting the way of communicating the project - formats, language, and focus, among other things, in a way that will be more attractive and purposeful for the young people who are currently NEET. Make a global outreach strategy for an integration in the environment. Build a relationship with the diverse communities/"tribes" of customers. What are you looking for? Who do you

## How can we financially support local stakeholders and community intervention (short and long term)?

Programmes and projects have often proven to be dependent on political changes and cycles of financing from various sources.

Strong regional networks and alliances of players can work together to use various programmes, projects and funding sources in order to support an consistent policy to be tailored to regional needs, implemented by an open network but with an relatively stable core of key actors and shared conceptual insights.

Providing some additional community funds can be leverage for participation. By own financing; applications for European funding; programs for state financial support; programs for financial support from city councils; recourse to a volunteer scholarship, among others. Efficient management of economic flows is necessary as also the cost-effectiveness (efficiency) ratio and the true impact of interventions needed to be monitored.



## Step 3. Aggregate job, training, education and work-based experiences offers and support the «transitions»



**Who are the local entities that can provide job, training, education and work-based experiences and training? How can you contact them?**

Intervention must be functional within a “chain of education, social integration and training” with the final aim of acquiring a stable social situation. The main means to this is achieving a level of qualification which is in demand and sufficient to be competitive in the marketplace and gaining sufficient income. Insertion into appropriate apprenticeships is one model of achieving such qualification, while other models of work-based vocational training can effectuate the same if it is ensured that there is employer demand for the qualification. This can be provided by training providers as well as in-company training schemes run by employers. Build and maintain a good network of partners for referrals and for work-based learning: particularly to employers, sectorial organisations and NGOs.

**How can you demonstrate the added-value of hosting these opportunities?**

- Involve the relevant community stakeholders in developing and implementing the plan;
- Increase your local network building trust and enhancing the image of young people who are currently NEET;
- Use national and international volunteering schemes, non-education and training activities like sports and the arts;
- Build and maintain a good network of partners for referrals and for work-based learning, particularly, to employers, sectorial organisations and NGOs.

**What will their specific role be?**

Key local stakeholders must be identified with different roles and responsibilities. The active participation of all components, without duplication or uncertainty about different roles, is a necessity. Roles and responsibilities must be clear among stakeholders.



## How can you formalize this cooperation?

Establish formal and informal partnerships; build and maintain a good network of partners to provide opportunities for work-based learning and further referrals; increase contacts, making use of a plan for community facilitation, build trust. The Communication Plan is a document that provides answers to the following questions: What actions will be put in place to disseminate the project to local young people in NEET situation? What is the schedule of each action? What are the resources involved in each action? Who is responsible for each action? What actions can be implemented if our original communication plan doesn't work? Developing this communication plan can be and should be included in all activity's preparation by your local stakeholders network, since other organizations can contribute to dissemination actions.



## Step 4. Engage monitor and support



## How will you manage the intervention to ensure everything goes as planned?

Once you have identified your key local stakeholders and different roles and responsibilities are set, you can plan project activities together. This planning is important for disseminating among potential participants because it must be clear to participants what will they do and what the project will offer. **Testing partners must be able to decide:**

- What kind of orienting activities will they offer besides individual coaching-based sessions (group sessions? mentoring sessions? both?);
- What kind of work-based experience will they offer (e.g. job-shadowing? VET fairs? in company-classes?);
- To which stakeholders/support areas will it be possible to refer participants?

## Which monitoring instruments will be used? By whom?

It can be helpful to have a chronogram, or other type of guiding document, that may be suitable to register who is responsible for what, who gives support, expected dates and other relevant information for your planning.

- Plan stages and objectives accomplished need to be registered at the various stages of the project by the participants and entities involved, holding partner and participant meetings;
- Collecting relevant qualitative and quantitative data, conducting focus groups of relevant actors and youth and monitoring the situation regularly, are also good ways of collecting information, relevant for shaping policy in an effective manner.

## How will you support other partners during their activities?

Establishing an effective communication plan; availability of facilities; of assessment tools and of documentation to support the project to be developed; Accomplish follow-up and monitoring meetings. The partnership must be able to guarantee all the skills necessary for realization of the activities foreseen by the project. It is important to create a sustainable network between organisations with different institutional and social tasks that can support young people who are currently NEET that are seeking integration in the job market. The cooperation must be streamlined and based on specific agreements supported by common procedures, tools and data sources.



## Step 5. Follow up, analyse and plan sustainability



### How will you keep in contact with your target group?

Develop a communication plan for young people in local NEET situations; Individual coach-based sessions; Group sessions (train soft and employability skills – key competences – example the organization of a boot camp and a multiplier event with youngsters and entities).

Follow-up can be done by phone, email, on-site meetings, etc. Testing partners can choose the more suitable channels to use and to register information.

### How will you present the results of your intervention?

Through a stakeholder meeting (multiplier event); local or national seminars; on-line meetings, among other things.

### What is the sustainability strategy?

Guarantee an institutional commitment nucleus for the joint intervention between public and private organisations, safeguarding the respect of their roles; expectations about project involvement should be clear; advantages of being a part of the network should be evident; goals to be reached must be well defined; tasks should be scheduled; moments of contact between partners should be anticipated and scheduled; communication channels should be defined; respect among all partners is crucial (respect for everybody's time, resources, agenda, etc.). Promote close cooperation between all relevant actors on the local level. Creating a sustainable network between organisations with different institutional and social tasks that can support young people who are currently NEET that are seeking integration in the job market.

## How will you support this system/approach in the next 3 years?

It is necessary to analyse the costs of a local network that intervenes in the management of work integration for young people NEET.

Some actions in the engagement (grabbing) phase can be cost effective.

A joint management probably needs a lot of organisational support to be equally efficient. It's necessary to insure a funded, sustainable and cohesive partnership, with human resources allocated.

## MAIN CONCLUSIONS

- Identify interests/dreams of each young person and establish concrete personal development goals (talking to young people, communicating with them, listening to them before proposing activities, which must be implemented by them);
- Reinforce skills: develop actions to promote young people's self-knowledge and self-confidence;
- Develop activities / events that promote youth autonomy;
- Encourage young people to reflect on their future goals;
- Methodologies: peer-to-peer actions; non-formal education (ludic-pedagogical activities, community games, etc.);
- Organize events where young people can show the results of their work/learning (example, Talent Contest);
- Work from concrete / practical projects where they can see the evolution of their work from a multidisciplinary perspective;
- Carry out sports activities (invite athletes to streamline experimental sessions);
- Develop mentoring activities and tutorials;
- Engage in actions to promote mobility between parishes and municipalities, as a way to promote the interaction of different young people and ideas/projects and international mobility;
- Create a system of rewards for the participation of young people;

- Ensure that interventions take place in the comfort zone of young people/places that young people attend;
- Promote initiatives outside the context of young people;
- Create attractive spaces for young people.

**To shape national and European policies, some of the most significant elements include:**

- Enabling local/regional coordination: maintaining a European legal framework, national policies must allow local/regional coordination of relevant actors;
- Expanding learning in the workplace, particularly through internships;
- Continuing to develop the conceptual bases and the implementation of the Youth Guarantee;
- Strengthening planning capacity and a holistic view;
- Encouraging approaches to subsidiarity and local/regional coordination;
- Encouraging the coordination of social, youth and education policies;
- Promoting the Europeanization of these policies;
- Encouraging learning measures in the workplace and vocational guidance, through mandatory internships, participation in Employment and vocational training initiatives as a comparative indicator, etc.;
- Continuing to encourage the use of digital media to ensure access to learning opportunities;
- Organizing training geared towards certification and learning outcomes across Europe;
- Reinforcing and supporting learning in the workplace as a paradigm transversal to the measures of the education, training and employment system: assessing national policies for lifelong learning.

## GLOSSARY

This glossary provides basic information on the main activities of job services in order to understand the following underlying principles:

- Case manager
- Taking charge of the person
- Accredited body operators/project managers
- Active policy proposals

**Reception, taking charge, orientation:** This is a preparatory step for the actions that will be proposed to the user based on his/her needs. This activity is aimed at supporting the user in acquiring useful information to establish the measures of interest and the conditions for participation. The reception activity is useful to structure the intervention actions functional to the needs of the user/recipient.

**Specialized or all level orientation:** This type of intervention is primarily aimed at fostering the professional planning of individual recipients. The use of services such as Job Clubs will be encouraged and promoted, to support young people in orientation and active job search paths. This type of measurement is aimed at promoting and developing personal awareness and is based on support in the programmed activities based on a professional project, in order to improve their employability by supporting them in the decision-making process.

**Interception and activation of young people who are NEET:** This type of intervention is aimed at intercepting the most discouraged to young people who are currently NEET coming from social areas characterized by high levels of poverty which has narrow their ability to enter and remain within training/education paths, to have work experiences and to find out about the possibilities offered by the Program itself.

**Training aimed at work placement:** These activities are aimed at training (low level of complexity and requiring general and operational knowledge) or specialized profiles (high specialization and complexity) according to the needs identified by the companies. Individual or group activities may include professional training or specialization and may have a variable duration in relation to the path taken.

**Recruitment and training:** These activities are aimed at adapting the skills of the recipients to the professional needs of businesses. These activities must be activated within 120 days of the start of the relationship and must be completed within 1 year of hiring.

**Accompaniment to work:** This type of intervention has as its purpose the support of the active job search plan and, in particular, the identification of professional opportunities through specific research tools, the evaluation of job offers, the promotion of the worker, sending of applications, and support for participation in selection interviews.

**Extra-curricular internship, also in national and transnational geographic mobility:** Extracurricular internships lasting at least 2 months and maximum 6 months (12 months for disabled people).

**Support for self-employment and self-entrepreneurship:** These projects are aimed at supporting and developing of specific business ideas (already identified during the presentation phase), or projects aimed at promoting the identification and development of employment opportunities through self-entrepreneurship.

**Transnational and territorial professional mobility:** This initiative has the objective of increasing the skills and professional experiences of young people so as to facilitate their entry into the job market through the implementation of mobility periods.

## TOOLS

Is very important to share very simple tools to provide information to all. The documents developed by the project in particular the baseline questionnaire are good examples.

**Good practices from IO 1 and toolbox by TESE are available in the following link:**  
<https://neetsinaction.eu/outputs/>

## ANNEX 1

### Some recommendations for shaping individual measures (from O1-A4 Synthesis Report: Community Networking for NEET Integration)

- ❖ **Coordinability:** Each measure must not stand alone but needs to be planned and organised as to prepare the transition to the next step. As the research and principles of good practices have shown, each measure is part of a wider system. Many measures suffer from a promise to do everything, while they are, in fact, effective only in a particular part. Each intervention, therefore, must be compatible with an overarching case management on the regional level (coordination of portfolio of providers) and/or provider level (transferral inside provider);
- ❖ **A portfolio of measures must consider the different profiles inherent to the NEET group as well as their different needs.** Social support / (such as social worker support, mentoring, social assistance, complementary training and education) must continue to support the next step, e.g., during an apprenticeship. Ideally this support should be delivered by the same persons where trust has been built. What will work for young people who drop out of school may not work for young people with tertiary education who are taking a strategic pause or that want to be You Tubers;
- ❖ **For the target group of young people who are currently NEET, qualification and social support must be balanced at any time.** As the analysis has shown, social un-integration can be a factor which makes insertion into the education and employment system harder, but unemployment may also lead to social un-integration or at least a crisis of motivation and orientation. Skill-building alone, therefore, is not enough, but overall participation, activation and the building of social capital (individual and social resources) must be supported;
- ❖ **The forming of multi-professional teams of educators, social workers and psychologists** to shape interventions can make sure that the appropriate balance between elements;
- ❖ **Each intervention must be** functional within a “chain of education, social integration and training” with the final aim of acquiring a stable social situation. The main means to this is achieving a level of qualification which is in demand and sufficient to be competitive in the marketplace and gaining sufficient income.





## Some recommendations for shaping policies on local/regional community level (from O1-A4 Synthesis Report: Community Networking for NEET Integration)

- ❖ **Follow a multi-stakeholder multi-agency approach:** Most of the partners report good results from a close cooperation between all relevant actors on the local level. In many places, voluntary work is integrated in such cooperation, as are NGOs and universities. Bridging gaps between several different legal and institutional systems remains a challenge;
- ❖ **Base local/regional planning on monitoring the relevant developments.** Monitoring of public statistical data does not suffice and risks overly simplistic outcome-oriented control mechanisms, which risk failing the neediest groups of youth and ignoring progress made towards sustainable social integration. Collect relevant qualitative and quantitative data, conduct focus groups of relevant actors and youth and monitor the situation regularly. Round tables of representatives of professionals from the field and citizens with an insight into the less obvious “scenes” and niches of society are also good ways of collecting information which is relevant for shaping policy in an effective manner.
- ❖ **Be active to also reach out to harder to reach groups (engaging):** In comparison to the final beneficiaries/target group, all assistance must have a trustworthy, approachable face. Many in the target group have had bad experiences with institutions. Don’t wait until they come.

- ❖ **Consider interculturalism and intercultural opening in the overall planning of integration policies:** Depending on local/regional specifics, differences in the understanding of the mechanisms of education and training can result in deficits in accessibility of the system. Regional systems therefore must assure adequate participation of diverse groups in education and training planning and evaluation;
- ❖ Form regional networks for monitoring, planning and implementing youth education, training, social and employment policy independent from any specific funding programme;
- ❖ Cooperate in training and a multidisciplinary exchange of teachers, trainers, social workers and youth organisations as well as in particular companies and other employers in order to assure a quality orientation of learners through better orientated trainers.

## ANNEX 2

### Forms of Intervention by Executive and Community Political Power

Some practices/examples described below, involve several local and regional actors, among them non-traditional those who substantiate the project claim that a **socio-spatial approach and a local community network** is a key to mitigating the young people who are currently NEET.

#### Germany examples

“In Germany a social-spatial approach to solving the problem of young people who are currently NEET as well as education and training and HR development as a whole is the core of current reform. Policy proposals by the main actors include suggestions for a migration-friendly education policy as the foundation for migration and integration, which are representative for the direction of education as a whole. These include the expansion of full-day comprehensive schooling, education of parents about the German school and training system, intercultural training of all educational staff, in general much better funding of the system and improved coordination of the actors.

These proposals are also supported by a concept of the German Trade Federation (DGB), which adds as a proposal, the expansion of school-based vocational training, which should replace the fragmented transition system and should include at least 50% in-company practice and increased support for companies to integrate youth. The DGB is also very supportive of one-stop government agencies in these areas.”

The relevant actors are organising “Youth Employment Agencies,” which provide one-stop government in the area

**Regional coordination example | Integration of young refugees.** (For further details see [IO 1 – A 4 p. 79](#) Youth Employment Agencies in Germany, also examples for municipal coordination [from IO 1 A 3](#) )

**Name:** Stuttgarter Model – Gradual Development of a Youth Employment Agency.

**Target:** To coordinate all relevant actors along the common objective to integrate youth at risk of becoming young people who are currently NEET and to assure smooth transitions between the various steps of the transition process.

**Local(s) of Implementation:** Stuttgart, an example of a general model in most large cities (Munich, Regensburg, etc.) Selected for accessible documentation

**Duration:** continuing

**Goals:** The integration of heterogeneous groups of youth at risk of becoming young people who are currently NEET must involve various stakeholders who are separate by

legal mission and statutory regulations. Aim is to coordinate these actors as a one-stop government to clients in order to assure that all is being done for a smooth transition.

**Stakeholders involved:** Municipality Stuttgart, Agency for Employment, Job Center, Youth support services, Training Providers, Companies.

**Funding:** Agencies' own funds, part of the development supported by pilot project funded by Federal Ministries.

**Description:** The coordination structure has been developed since the mid-90s. A number of principles for coordination were developed: Institutionalise cooperation: all institutions keep their responsibilities, but a supporting coordination works as a hub. Stability and flexibility: keep dependable structures, but react to identified problems by flexible institution building and piloting (practice flexibility); Building a database and transparency: structures, base-line situation and progress must be transparent; Continuity: innovation is often created through pilot projects and ad hoc solutions. The adaptation of such innovation through institution building and organisational development must be planned and implemented. Learning from others: benchmark own activities, organise exchange of experience. (e.g., "Weinheimer Initiative ([www.kommunale-koordinierung.de](http://www.kommunale-koordinierung.de))). According to the assessment of the actors, external shocks as the massive inflow of migrant refugee youth in 2015 could not have been managed if the structures of coordination had not been systematically developed beforehand.

**Methodology used** (e.g., training, social work, work-based learning, etc.): Coordination of relevant institutions through service orientated hub. "One-stop government."

**Results/Evaluation:** Accepted as good practice by Federal Institute for Vocational Training and expert community "Überaus".

**Is this practice/project a community-based approach?** No/Yes If yes: who is involved. Yes. All stakeholders with legal or statutory responsibilities vs. youth. Companies, employers, training providers, NGOs.

## Spain examples

### National level

#### Youth Guarantee System

The Youth Guarantee scheme in Spain was developed in line with the Entrepreneurship and Youth Employment Strategy, approved in February 2013. The objective of the Youth Guarantee is to ensure that all young people under 25 receive a good job offer, continuing education, apprenticeship training or internship within four months after finishing formal education or becoming unemployed.

In Spain, the Youth Guarantee Plan applies to young people between the ages of 16 and 30 who are not employed or participate in education or training activities, regardless of their educational level.

## 2020 Youth Strategy

Approved by the Council of Ministers (September 12, 2014), this Strategy aims to serve as a reference to youth policies that are developed in Spain and promote policies and services to young people that affect areas such as employment, participation, youth associations, volunteering, leisure and free time, healthy lifestyle habits, prevention, values for living together, etc.

In the education system, more and more training is being promoted, aimed at the labour market, either including non-labour practices in participating companies, or inculcating in the students that there is a Dual Vocational Training that is within their reach.

Dual Vocational Training is another alternative to achieve professional development and a more stable work situation. Although in some EU countries it has been implemented with great success (Germany and Austria) in Spain it is in an embryonic state.

## Regional and local level

### Strategic youth plan

Approved in February 2020, it has 125 measures for the fields of employment, rural, creativity, training, participation and the Xacobeo 2020. In its elaboration, the priorities of the youth have been taken into account, through provincial meetings and questionnaires evaluating the policies of the Autonomous Administration, which meant having the opinion of more than a thousand young people. Among the new initiatives contemplated by the plan is a line of aid for obtaining a type B (tourist) and C (truck) driver's license, one of the main requirements for accessing a job. These grants will be able to benefit 1,500 young people who, at that time, are neither studying nor working.

In this same field of employment, the new Virtual Office for Youth Emancipation will be created, which will offer information and advice; and the Young Talent initiative will be launched, which will include, among other measures, a series of workshops and talks, as well as the Young Talent Awards.

Finally, the plan will include several youth participation and information initiatives. With that goal in mind: a WhatsApp channel is already being launched to provide youth information and to resolve doubts; A regular participation forum will be launched to promote rapprochement between public representatives and young people, and a decentralized leisure and non-formal education program will be developed throughout Galicia.

## Local Employment Pact

The purpose of the Local Employment Pact is to promote the cooperation of local agents - local administration, social and economic agents and other entities - in the design and coordination of actions in favor of employment. It has enabled the creation of a Network to support job demand in the city of A Coruña, called Red Coruña Emprega, made up of the main public and private entities in the territory.

It implies the implementation of comprehensive measures, actions and projects that promote and favor the creation of stable employment and sustainable development, establishing as a reference framework the Action Plan of the Local Employment Pact.

## UK examples

Main recommendations from the United Kingdom (see [“O1-A4 Synthesis Report: Community Networking for NEET Integration”](#) for further details):

- Non-governmental organisations (NGOs) and other third-sector organisations play an important role in the field of youth employment. Stakeholder networking especially with employers is crucial for effective initiatives. Interventions need to be tailored to the local context and characteristics of the target group. Monitoring and evaluation system to demonstrate impact facilitate securing funding from grant giving organisations and government.

Examples of social inclusion interventions (see [“IO1 A2 State of the Art: Good Practices of Social Inclusion \(through work-based learning strategies\) targeted at Young People in the Partners’ Countries: UK”](#) for further details):

- **Journey to Work (twenty-twenty):** Journey to Work (J2W) is a six-month interactive employability focused course to help 16-24-year olds who are unemployed. The focus is on developing relevant skills and qualifications, make links with employers, and gain work experience with the aim of finding suitable employment. Students get involved in different in-house and community projects where they apply what they are learning in class and gain vital life skills to help them succeed in the workplace. This is facilitated by local business partners inputting to the design and delivery of our courses, ensuring they align with local employer needs, and a structured programme of business networking events, work experience placements, and job opportunities. J2W aims to be ‘employability’ focused, also offering students career planning, CV development, interview training, and the ‘know how’ and contacts to find their way to an appropriate college course or job/apprenticeship.
- **Prince’s Trust 12-week Team Programme:** The Prince’s Trust 12-week Team Programme is a 12-week personal development course aimed at people aged 16-

25 years old aimed at helping young people to discover hidden talents and improve their confidence. The programme offers work experience opportunities, qualifications, practical skills, participation in community projects and a residential week. Young people also gain a nationally recognised qualification. The Prince's Trust 12-week Team Programme was founded in 1976 by the Prince of Wales. The Trust runs many other programmes to support disadvantaged young people.

- **Ealing Pathway Programme:** The Programme aims to help young people who face barriers to move onto education, employment or training to gain confidence, develop skills, achieve qualifications needed to get onto other courses (English, Mathematics...) and prepare them for this progression. It is a 20 weeks of intervention programme during participants get a placement for 2 days a week, attend training with a training provider, receive support or mentoring both in a group setting and also 1:1, get the opportunity to complete Duke of Edinburgh Award and receive support with learning skills for progression (e.g., CVs, interview practice).

## Italy examples

*Call for proposals:* "Activation of young people network - Interception and activation of disadvantaged of young people who are currently NEET". This is a call for proposals in the framework of the Youth Guarantee.

The call declares: "In consideration of the target, it is considered strategic to activate/consolidate the Local Networks of public-private cooperation". It is territorial partnerships for the development of active policy initiatives. This Directive therefore intends to enhance the synergistic action of the Job Services (public and accredited private individuals) also in order to strengthen the levels of territorial cooperation, improving efficacy and efficiency of active employment policies aimed at both young people and other targets.

### **The interventions must therefore be oriented to favour:**

- ✓ Cooperation between accredited public and private services;
- ✓ A single service chain towards the young user;
- ✓ The rapid activation of the measures;
- ✓ Simplification of the management process.

## The Directive pursues the following general objectives:

- To intercept young people who are currently NEET to inform and direct them to the Youth Guarantee Program;
- To promote the approach and insertion of young people into the world of work or reintegration into education/apprenticeship courses in the case of minors in early school leaving;
- To increase the qualitative and quantitative performances relating to the Youth Guarantee policies (increase in the number of young people who register and accept an activation proposal);
- Support the integration of employment services, as well as social activation policies and fight against poverty;
- Lead partner must be only accredited organisations enrolled in the list referred to in the L.R. n. 3 of March 13, 2009 art. 25 ("Accreditation") of the bodies accredited to job services.

## Other partners. The following may join the partnership:

- ✓ Accredited subjects registered in the list referred to in the L.R. n. 3 of March 13, 2009 art. 25 ("Accreditation") of the bodies accredited to the Employment Services other than the leader;
- ✓ Other subjects not enrolled in the aforementioned list, provided that they have already filed for accreditation to Employment Services pursuant to D.G.R. n. 2238 of 20 December 2011 and subsequent amendments and additions as per DGR n. 1656/2016;
- ✓ Municipalities and / or their consortia;
- ✓ Territorial services relating to National Health System;
- ✓ Third sector bodies;
- ✓ Businesses and other local employers as business partners.

The initiative, in line with the regulatory provisions, is based on a solid inter institutional link between Centres for the Employment (Belluno, Metropolitan City of Venice, Padua, Verona, Vicenza, Rovigo and Treviso) and a partnership that insists on the same territory.

This cooperation is aimed at maximizing the effectiveness of the interception of the most disadvantaged young people who are currently NEET. There is no formal membership of the public Employment Centres in the partnership.



The adequacy of the profile of the partnership as a whole for the purposes of the proposal will be the subject of rating. The partnership must be able to guarantee all the skills necessary for realization of the activities foreseen by the project.

Each project proposal must include at least three private employers as hosts for the internship activities (business partners).

This is an example in which the **public government distributes resources** to the network of different organisations which is therefore induced to cooperate. This approach is not really bottom up although it must be considered that the call is based on the fact that at least in the embryonic state this type of cooperation tends to emerge in the territories. We have to assume that the projects are presented by local networks of organisations that know / recognize each other. Surely these interventions favour mutual knowledge and therefore potentially cooperation even afterwards if strong synergies will emerge during the course of the activity.

## Portugal examples

Some main points recommended in the discussion in Portugal include:

Local partnerships and consortiums in a decentralization and co-liability perspective, project activities sought not only to match young unemployed people with employers in the region, but involving a wide range of stakeholders, including family members and youth workers to address this issue, children, youth and families' empowerment, favouring skills development in multi-dimensions and having the support of local entities, Project's proximity to youth – 'we work with them and not for them', Encouragement of youth participation, since the diagnostic to activity assessment, as a strategy for autonomy development – with reference to Youth Assemblies, Community facilitators – young leaders from the project' territories that contributes to social dynamic sustainability, demanding monitoring and evaluation methodology that contemplate local participation in the diagnostic and action plan and frequent report. See "[O1-A4 Synthesis Report: Community Networking for NEET Integration](#)" for further details.

### **PROGRAM "Garantia Jovem"**

Promoted by Institute of Employment and Vocational Training (IEFP), the Youth Guarantee is realized through the "**Plano Nacional de Implementação de uma Garantia Jovem**". This plan defines the set of measures that comprise the Youth Guarantee.

The Youth Guarantee involves several bodies with competences in the areas of education, training, employment, social security and youth, which are considered nuclear partners.

The implementation of the Youth Guarantee also counts on the participation of other strategic partners to work with young people, which may be public or private entities that, by their nature, can contribute at the local level to the signalling, referral and integration of young people in the educational system/training, in the job market or in one of the measures that fit the Youth Guarantee.

### It has 3 main objectives:

- Increase the qualifications of young people;
- Facilitate the entry of young people into the labour market;
- Reduce youth unemployment.

### PROGRAM "Empreende Já"

Promoted by the Portuguese Institute of Sport and Youth (IPDJ, IP), the program seeks to promote an entrepreneurial culture based on creativity and innovation through supporting the development of projects aiming at the creation of companies or entities of the social economy; supporting the capacity of young people who are currently NEET through training, increasing their levels of employability; supporting the constitution of companies or entities of the social economy, as well as the creation of jobs, by and for young people who are currently NEET.

### PROGRAM "RedEmprega" LISBOA

The Program RedEmprega Lisbon is an integral part of the Municipal Program for the Social Economy and the promotion of employability in Lisbon and has as partners the Portuguese Association of employment rests (APEA), the Aga Khan Foundation (AKF Prt) and the Mayor of Lisbon. [\(IO1-A3 Identification of social intervention measures- Networks of community support for young people who are currently NEET: good practices from Europe, page. 52\)](#)

### PROGRAM "Escolhas"

The "Program "Escolhas" is defined as a government program at the national level, managed and coordinated by the High Commissariat for migration. It is based on planned projects at local level and managed by local partnerships

involving schools, local authorities, non-profit organizations and committees for the Protection of Children and Young People, and has been designed specifically for the promotion of social inclusion of children and young people between the ages of 6 and 24 years of age originating from vulnerable socio-economic contexts.

(More details can be found on the [High Commissariat for Migration website](#), and [O1-A3 Identification of social intervention measures- Networks of community support for young people who are currently NEET: good practices from Europe](#), page 41)

## PROGRAM “Incorpora Portugal”

The Incorpora Program has been facilitating job opportunities for people who have more difficulties in finding a job for more than 10 years.

Likewise, the program helps companies to find qualified staff, manage their selection processes and reinforce their corporate social responsibility.

The social entities (25) 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.

To bridge the gap between young unemployed people and companies, there are specialized technicians with just this function. This to fill the biggest gap in the relationship between young people and companies.