



# State of the Art: Good Practices of Social Inclusion (through work-based learning strategies) targeted at Young People in the Partners' Countries: PORTUGAL



**Title**

State of the art: good practices of social inclusion (through work based learning strategies) targeted at young people in the partners' countries: Portugal

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CECOA – Centro de Formação Profissional para o Comércio e Afins

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## 1. Actual situation of NEETs in your country: how big is the problem?

### Main groups/typology of youth affected

According to the EUROSTAT Labour Force Survey 4<sup>th</sup> Quarter 2017, there are a set of indicators which clearly show that there has been a positive development in the situation of young people in Portugal: an increase in youth employment, which has grown more than the global employment, a significant drop in early school leavers and in poverty rates. The number of young NEETs has decreased to the lowest level in recent years.

In terms of **social inclusion**, primary indicators and secondary indicators are usually considered.

With regard to primary indicators, the following ones are considered:

- Rate and risk of poverty after social transfers
- Inequality of income distribution
- Risk and poverty rate
- Relative median of the poverty risk gap
- Regional cohesion
- Long-term unemployment
- People living jobless households
- Early school leavers not in education or training
- Life expectancy at birth
- Self-defined health status

As regards secondary indicators, the following shall be considered in particular:

- Dispersion around the risk of poverty threshold
- Persons with low education attainment
- Long term unemployment share

Besides this framework in terms of social inclusion indicators, as described in the next points, it was considered also the **achievement of relevant and high quality skills and competences** and the **development of VET business partnerships aimed at promoting work-based learning in all its forms.**



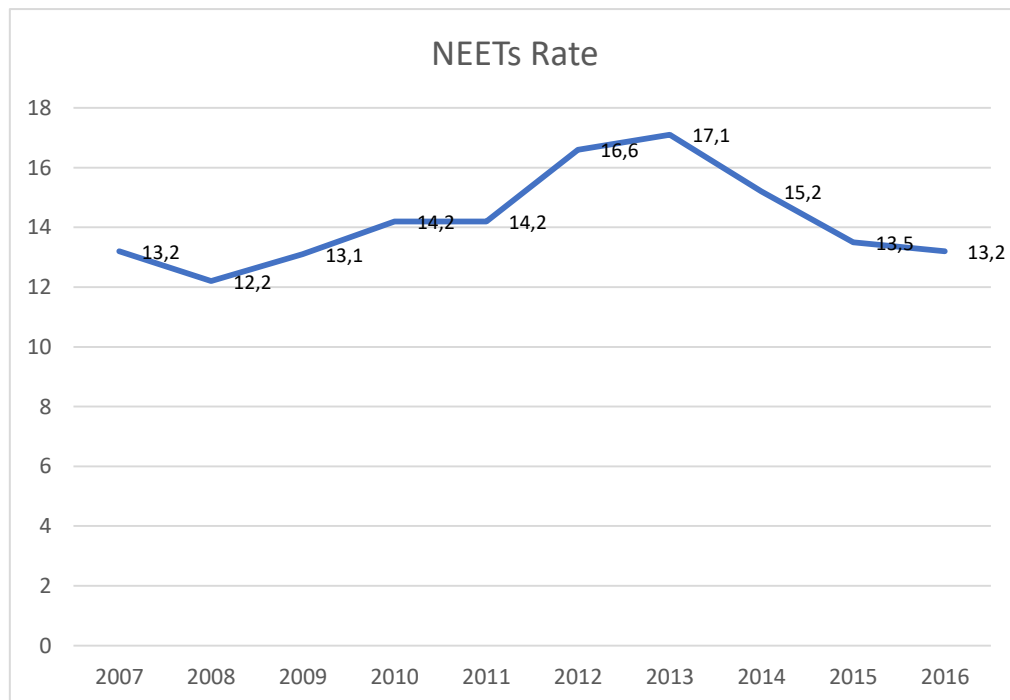
## <sup>1</sup>SITUATION OF NEET IN PORTUGAL

During the last ten years the number of NEET has increased as a reflection of the crisis period since 2010. However, since 2013 we have seen a reduction of the number of NEETs.

Below a description of the situation and characteristics of NEETs in Portugal is displayed, being considered as NEETs all the young people between the ages of 15 and 34 years old who is not in education, employment or training.

### 1.1. *Quantification of the NEET population and characterization by age and sex*

The NEET rate evolution between 2007 and 2016: Figure1



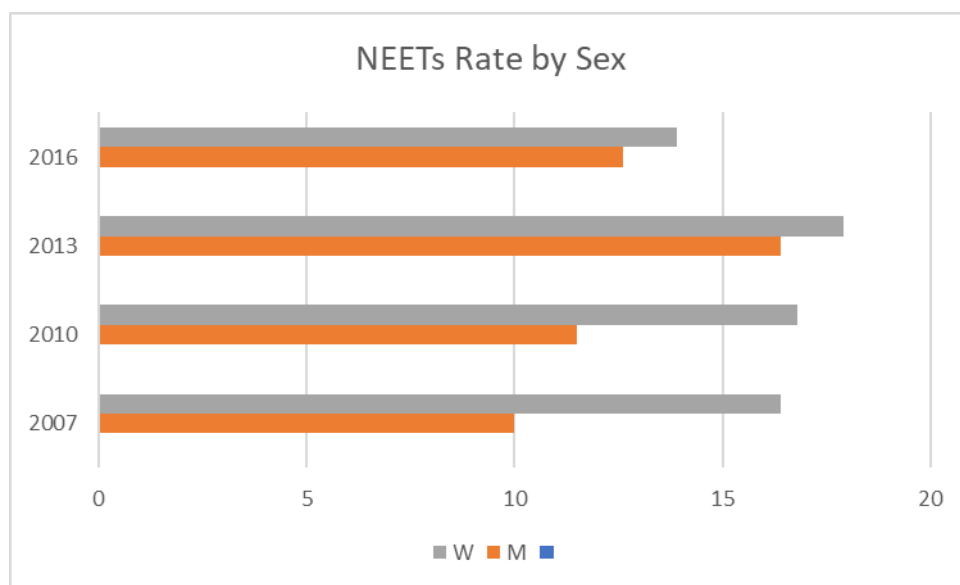
<sup>1</sup> All the information presented has the following source: EUROSTAT - Labour Force Survey and OECD - Society at a Glance 2016.



As can be seen (Figure1) the NEET rate was 13.2% in 2007, reaching 17.1 in 2013. From that year onwards, there was a significant reduction of NEETs, reaching in 2016 the same value as in 2007.

However, this does not mean that men and women have behaved identically. In fact, the rate of women in a NEET situation was always higher than in the men group. Analysing their behaviour in the years 2007, 2013 and 2016, it was found that the rate in 2016 was lower for women than in 2007, while for men it was higher.

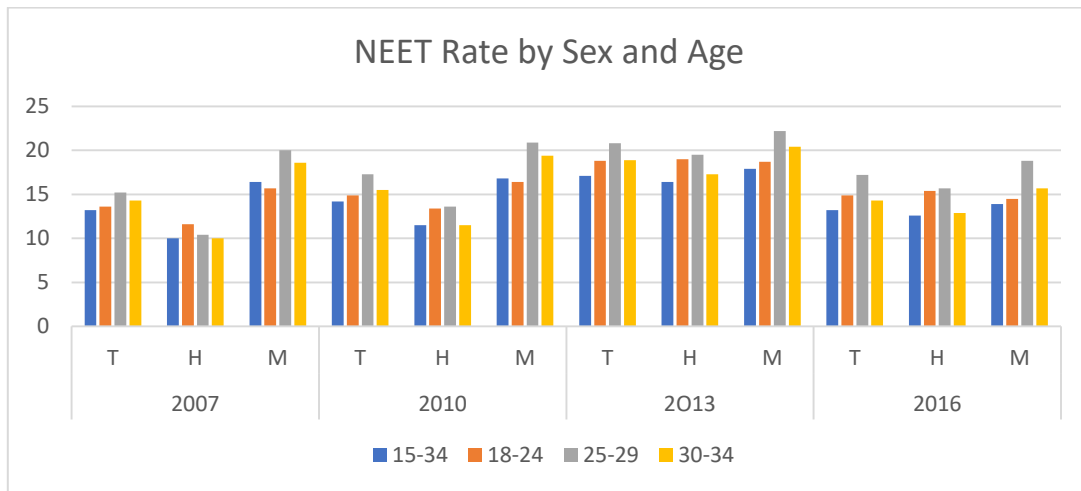
**The NEET rate by sex, evolution between 2007 and 2016: Figure2**



Considering that the age group 15-34 years is too extensive, if we analyse (see Figure3) the behaviour of the age groups 18-24 years, 25-29 years and 30-34 years, it can be showed that in 2016 and in previous years, the group age 25-29 years has the NEET rate higher for men (15.7%) and women (18.8%).



The NEET rate by sex and age, evolution between 2007 and 2016: Figure3



It can be concluded that the female gender is the one that requires the greatest attention, especially the 25-29 years age group.

## 1.2. NEET in relation to the labour status

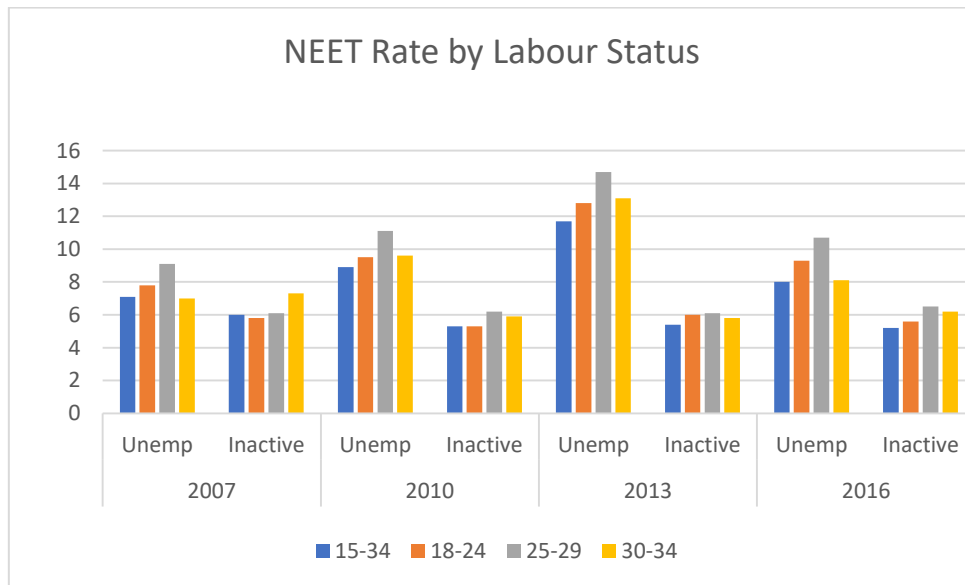
In the end of 2016, 58% of the NEETs were unemployed and 42% were inactive (170,9 thousand and 123,8 thousand respectively). This corresponds to a tendency that is verified, with increasing weight of the inactive, that only in the last year increased from 36.7% to 42%.

On the other hand, NEET rates according to the age group versus labour status presented the following evolution between 2007 and 2016 (Figure 4):





The NEET rate by labour status: Figure 4



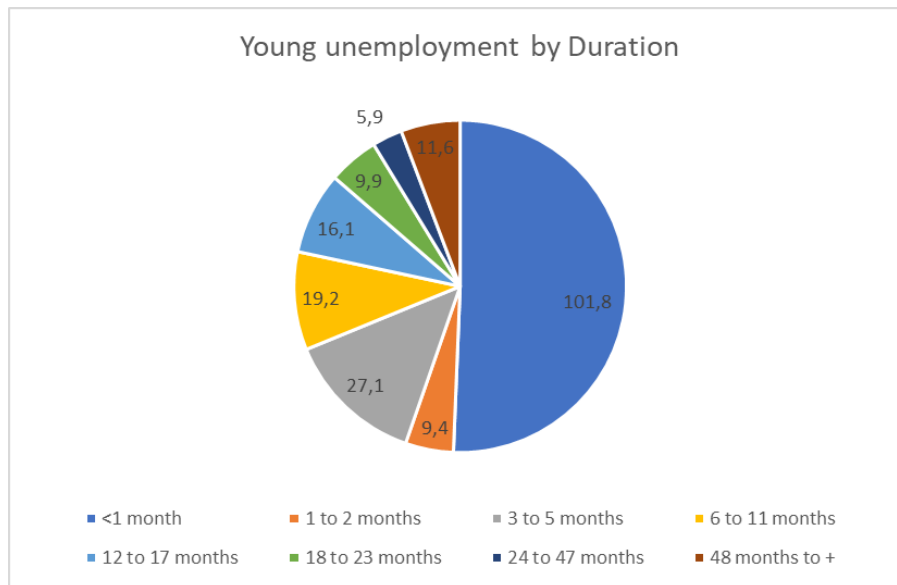
It is verified that in 2016, as in the other years analysed, it is the 25-29 age group that presents the highest NEET rates (10.7%) for the unemployed population, the same for the inactive (6.5 %).

This fact naturally leads to emphasize the importance of the age group 25-29 years.

The importance and weight of young unemployed people in the NEET population becomes more important and worrying if one considers that in 2016, 27.4 thousand young people were in long-term unemployment as the following graph shows:



Percentage of young unemployment by duration: Figure 5



This situation is confirmed by OECD statistics, which states that about 19% of young people have been in an unemployment situation for over 1 year and, on the other hand, around 56% remain in this situation for less than 1 month.

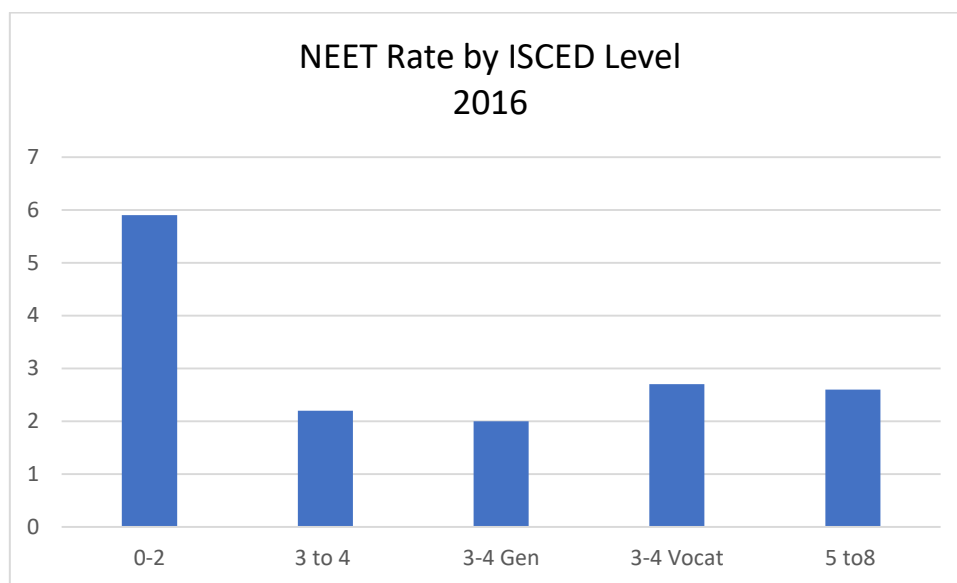
### 1.3. NEET and education level

The NEET population have generally low education level. According to Figure 6, the NEET rate is 6% for young people who have less than the secondary education, whereas for young people with higher levels of education the NEET rate is always less than 3%. However, two aspects need to be highlighted:

- The NEET rate is 2,7% for young people with ISCED 3-4 Vocat (vocational education) and it is higher than the NEET rate of young people with ISCED 3-4 Gen (General education) - 2,0%;
- The NEET rate for young people with level 5-8 education is 2.6% or higher than the NEET rate for young people with level 3-4 education.

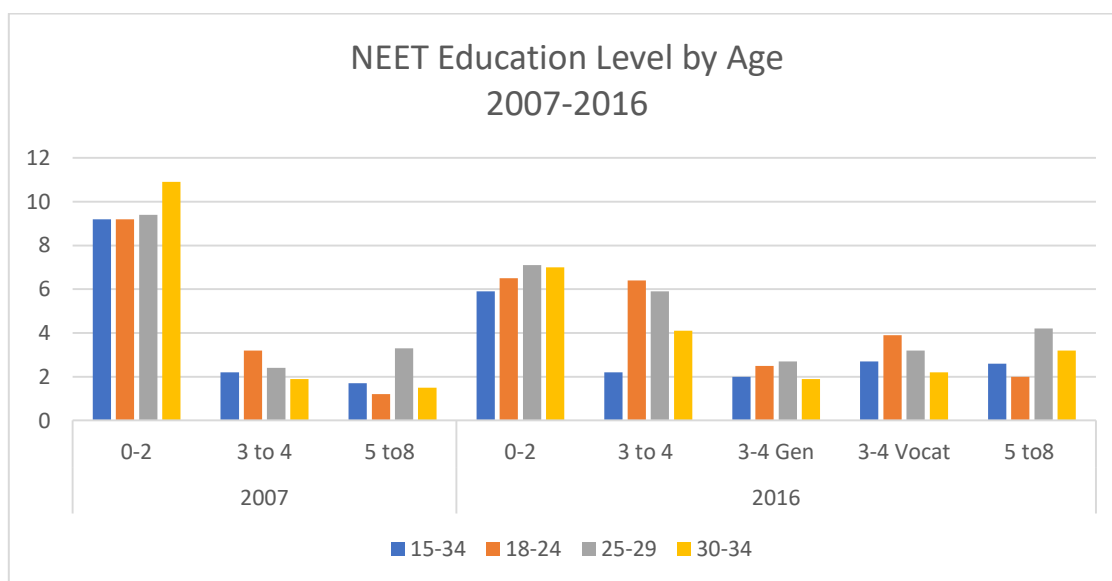


The NEET rate by ISCED level: Figure 6



On the other hand, between 2007 and 2016 (see Figure 7) a reduction in the NEET rate was observed for the total number of young people between the ages of 15 and 34 for young people with less than Higher Education, especially for young people with lower education level the NEET rate of 3.3 points. This behaviour of the NEET rate is valid for all age groups stressing the fact that for the age group 25-29 years the NEET rate increase for those young people with more than 0-2 ISCED level.

The NEET by education level and age, evolution between 2007 and 2016: Figure 7



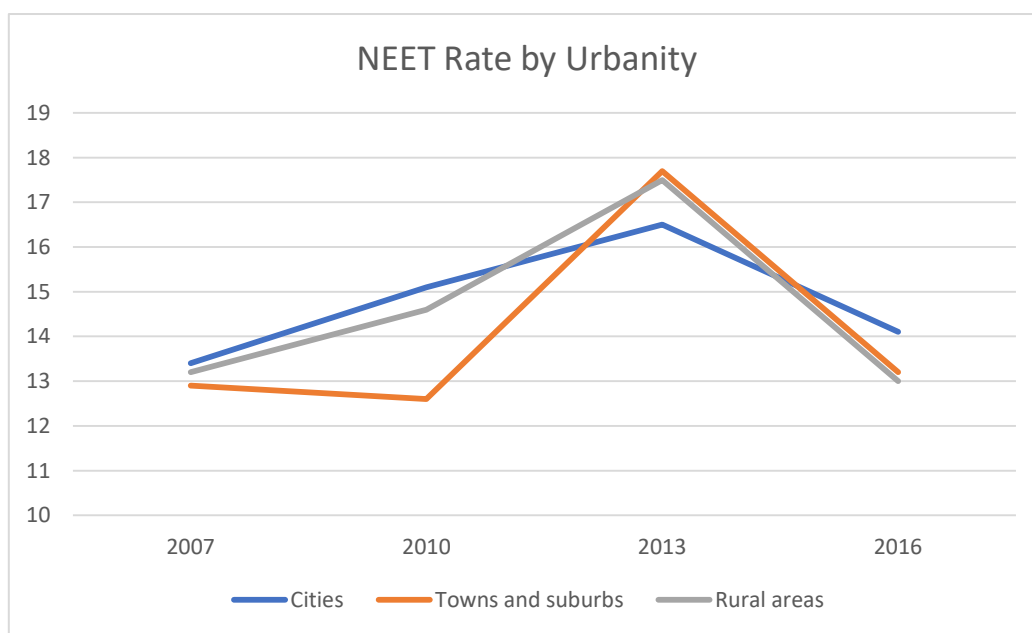
## 1.4. NEET and urbanity

It is usually considered that the behaviour of the urban population is different from the rural one. The rural areas are not homogeneous in the national territory assuming different characteristics according to the geographic area in which they are integrated. These zones integrate age population with lower levels of education and with economic activity still centred on a little technologically advanced agriculture.

Most of the studies carried out usually focus on large metropolitan areas, forgetting that good practice may exist in non-urban areas.

When analysing the NEET rate according to urbanity, as it can be seen in the graph below, the "Cities" areas, which in 2016 had a higher rate (14.1%), nevertheless, during the crisis period the highest rates were in the "towns and suburbs" and "rural" areas (about 17.7%). However, lower NEET rates for these were much faster than for "cities".

The NEET by Urbanity: Figure 8



## 1.5. NEET and poor health

According to the OECD, one of the major risk factors for young NEET is related to health issues. Using two indicators "Poor Health" and "daily limitations due to health" and considering the NEET / non-NEET ratio in 2014 the values for Portugal were as follows:



- Poor Health - NEET health is three times more fragile than non-NEET (Portugal is the 8<sup>th</sup> European Union country with the lowest ratio);
- Daily limitations due to health - NEET health limitations are about 2 times higher than non-NEET (Portugal is the 5<sup>th</sup> country of the European Union with the lowest ratio).

## **1.6. NEET and migrants**

Portugal has already implemented plans to integrate immigrants and their descendants, consolidating a collection of good practices known and recognized in the framework of Council of Ministers Resolution no. 12-B / 2015, which has led to similar levels of integration to the Portuguese population in general.

In terms of the integration of migrants as a multidimensional process, the following indicators are used: employment rate, unemployment rate, early school leaving, students reaching the level of secondary education, level of knowledge of the mother tongue, risk of poverty or social exclusion, access to social security contributions and occupation of decent housing.

The difficulties of the immigrant population in their integration in the labour market, usually with less schooling and lower skills, mean that their children also present more risks of being NEETs. In Portugal, according to the OECD data, the difference between the NEET rate of the migrant population and the non-migrant population is 3 points, which has remained more or less constant over the years. Portugal is one of the EU countries that show the smallest difference between the NEET rates of the migrant population and the NEET rate of the non-migrant population, which indicates a good integration of the migrant population. In fact, countries like Germany, Austria, Netherland, Belgium or France, the difference between the two NEET rates is more than 10 points.

## **1.7. NEET and family situation**

In Portugal, according to the OECD, 70.3% of NEET aged 16 and 29 live with their parents, 5.6% are couples without children and 14.1% are couples with children. The percentage of NEET cohabitation with the parents is only exceeded by Italy and Greece among EU countries. On the other hand, Portugal is the EU member that presents the smaller percentage of NEET living as a couple with children.

Regarding the social support allocated to families in which NEET are integrated, only 8% receive "Housing Benefits" and 4% "Social Assistance". This means that 88% of the families that integrate NEET don't receive any benefits.

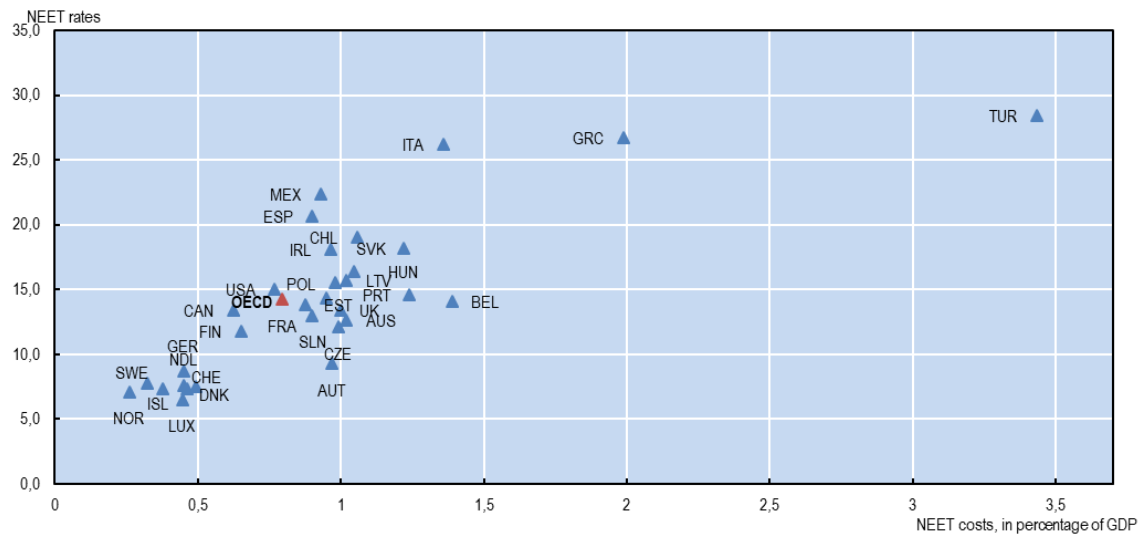


## 1.8. NEET cost

According to OECD data, NEET cost are defined as the gross labour income NEET could command if they were employed, measured as the gross labour cost (including social security contributions).

According to this definition, in Portugal the NEET cost was 1.2% of the GDP, i.e. about 2 thousand million Euros. From the chart below Portugal is one of the OECD countries in which the NEET ratio and the % of GDP situation is more worrisome.

The NEET costs by percentage of GDP: Figure 9



## 2. Risk factors, according to national literature and expert knowledge contributing to drop-out, deprivation and social exclusion

### 2.1. *The main risk factors of the NEET population*

According to the “Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications”<sup>2</sup>, the main vulnerable groups among NEET are:

- Early school leavers - some young people struggle to secure employment because they left school early, this group is still relevant in Portugal;
- Persons with low level of education and training (formal and non-formal);
- Migrant background persons with language barriers;
- Poor health - those persons affected by illness or disability may face practical;
- Difficulties in engaging in education or employment;
- Women with caring obligations fight against lack of child care;
- Persons living in deprived areas of the cities;
- Age group of 25-29 years old.

Together with these individual characteristics there are some intergenerational and family effects that have impacts on the probability of becoming NEET such as having parents in an unemployment situation, parents with low level of education, parents with low income and unstructured families.

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<sup>2</sup> Report developed within the Erasmus + Project NEETs at RISK - EARLY identification, INDIVIDUALIZED targeting and TAILORED intervention for young people at risk of NEET”, available at <https://www.cecoa.pt/custompage/projects?tproj=internacional&aid=109>



## 3. Brief overview of the general education and employment system relevant for the target group of the project

### 3.1. *The education and training system in Portugal*

The Portuguese education and training system is based on a set of principles defined under the Basic Law of the Education System (Lei de Bases do Sistema Educativo – LBSE, 1986), which aim is to guarantee the right to education and training and to ensure equal access and achievement opportunities.

The Ministry of Education and Science and the Ministry of Solidarity, Employment and Social Security are the major actors in the administration of the education and training system.

The Ministry of Education and Science is responsible for the educational sector of pre-primary education, basic education, secondary education, vocational courses, professional courses school-based training and higher education. The Ministry of Solidarity, Employment and Social Security is responsible for apprenticeship system for young people and active labour market policies.

The National Agency for Qualification and Vocational Education and Training (ANQEP) and the Institute of Employment and Vocational Training (IEFP) perform an important role in the Portuguese VET system.

All VET training references, including those applicable to the Apprenticeship system, are defined within the ANQEP framework through sectoral councils called “Sector Councils for Qualification”.

ANQEP is a public institute integrated in the indirect administration of the State, under the supervision of the Ministries of Education and Science together with the Ministry of Solidarity, Employment and Social Security, in coordination with the Ministry of Economy, with administrative, financial autonomy and pedagogy in the pursuit of their duties. They are responsible for coordinating the implementation of youth and adult education and vocational training policies and ensuring the development and management of the national system for the recognition, validation and certification of competences.

The sectoral councils always have representatives of the Ministries of Education and Labour in addition to the social partners linked to the sectors of activity concerned and have as main task to keep updated the qualifications that are included in the National Catalogue of Qualifications, including a Professional Profile, the Training Reference and the associated RVCC Reference.

It is important to underline the role of the Social Partners. The Social Partners in the Standing Committee for Social Concertation are involved in the general definition of social-economic





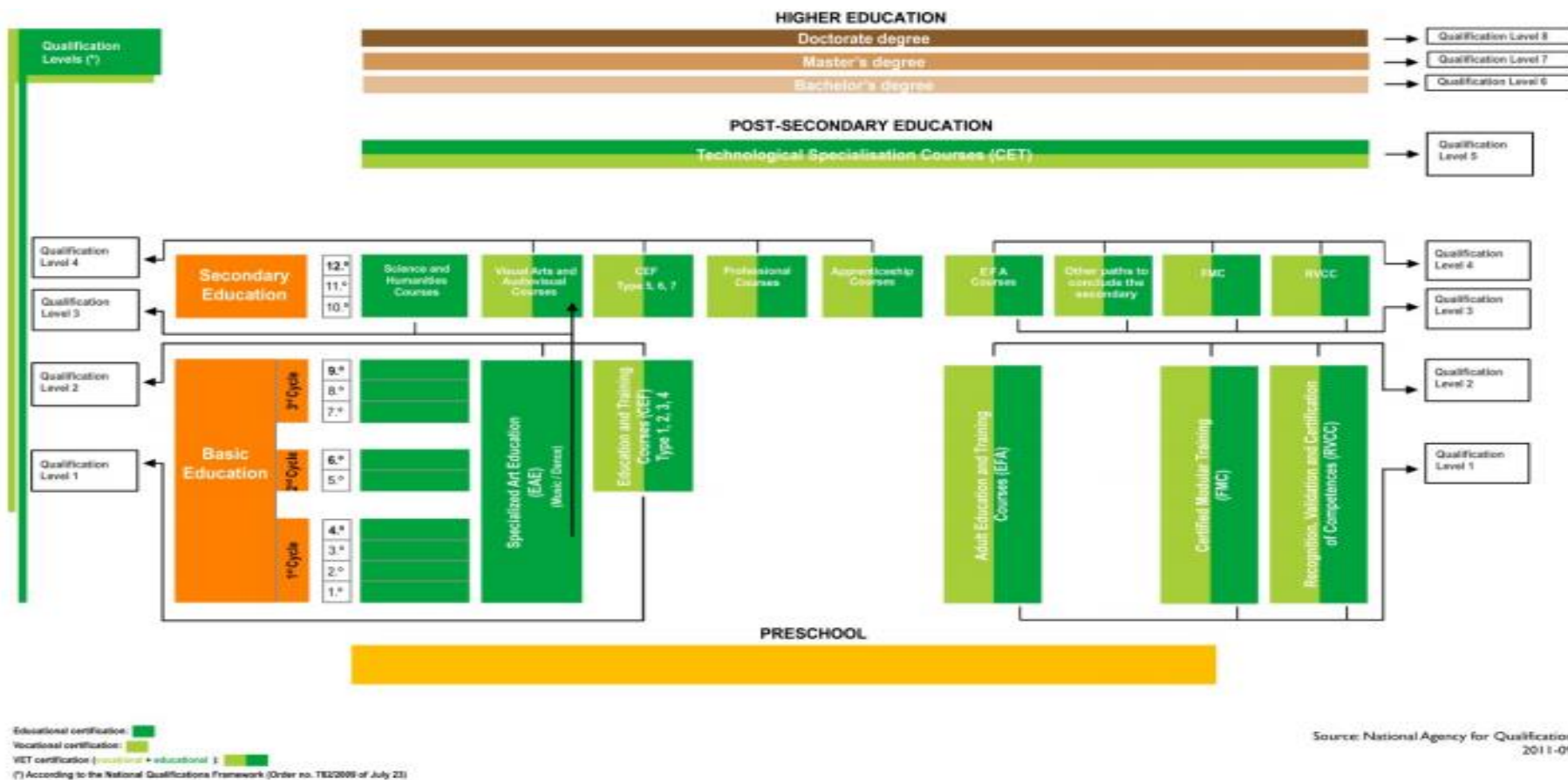
policies, making recommendations and voting opinions. Within the framework of social dialogue, agreements and commitments have been signed in various policy areas, including vocational education and training.

The Portuguese education and training system is structured into five training levels (ISCED) since 1985. Currently, the National Qualifications Framework (Quadro Nacional de Qualificações – NQF) defines national qualification levels according to the European Qualifications Framework (EQF), regarded as a reference for the description of national learning outcomes-based qualifications. The NQF is structured into eight levels of qualification that are referenced to the EQF levels of qualification.

The system comprises pre-primary, basic, upper secondary, post-secondary non-tertiary and tertiary education, as shown in Figure below:



The Education and Training System in Portugal: Figure 10



Source: National Agency for Qualification 2011-09

According to Decree no. 78/2009 of August 27, basic education is universal, compulsory and free and lasts twelve school years, beginning at the age of six and ending at the age of 18. It comprises four sequential and progressive cycles (1<sup>st</sup> cycle lasts four years; 2<sup>nd</sup> cycle, two years; 3<sup>rd</sup> cycle lasts three years and upper secondary education lasts three years) and its successful completion leads to a diploma certifying completion of basic compulsory education and a level 3 or 4 qualification according to the NQF.

Upper secondary VET education lasts three years, comprises a single cycle and begins at the age of 15. It is structured into differentiated pathways, thus including two branches between which students can switch:

- **General education** – courses in sciences and humanities, aimed at pursuing studies at higher education level;
- **IVET** – vocational courses; apprenticeship courses; education and training courses for young people; specialised art courses; adult education and training courses; These courses qualify students to enter the labour market, but also allow the continuation of studies, as they confer a double certification qualification (academic and vocational).

According to Portuguese Industrial Confederation (CIP), the Apprenticeship system due to the use of Work Based Learning (WBL) strategies normally gets better ratios of employability than other offers from the VET system because the Apprenticeship System is the only “alternance” system in Portugal, which is characterized by an integrated succession of alternating periods between training in a training centre and work based learning (WBL) in a company, in which the trainee will interspersed throughout aprox. 3 years (106 weeks/35h a week), periods of training in a training centre (60 %) with WBL in a company (40 % = 43 weeks).

Post-secondary non-tertiary education comprises specialized technological courses (CET), which prepare and qualify students for work. Upon successful completion, they lead to a technological specialization diploma. These courses, which also give access to higher education, are divided into credit units that can be transferred to tertiary education courses.

Although some of the types of IVET have been in place for years (e.g. Apprenticeship system), it is a fact that the recent instruments have helped modernizing the system and giving it internal coherence.

The process of education and training certification, particularly about what is called double certification (both educational and occupational) because this mechanism is an important instrument a) to promote the parity of esteem between general education and VET; b) to open pathways, either at educational and training levels and, thus, to make VET more attractive for learners.

As it is highlighted in the chapter “NEET situation/characterization” the number of early school leavers is among the highest in EU. So the Government enhanced the adult education offers/pathways in order to mitigate the situation. Among those pathways we can mention the following ones:



- **EFA courses** - available for people over 18 who wish to complete a 3<sup>rd</sup> cycle of basic education or secondary education and/or obtain a professional qualification (NQF levels 2-4).
- **RVCC** – the process comprises the identification of formal, non-formal and informal competences developed throughout life, through the development of specific activities and the application of a set of appropriate evaluation tools. There are two different paths (educational and professional) to recognise skills and competences acquired by adults through lifelong learning (recognition of prior learning).
- **Modular training** - short-term training units aimed at some flexible and diversified continuous training, integrated in the National Catalogue of Qualifications, with a view to the progressive building of a vocational qualification and the (re)integration or progression in the labour market, for adults older than 18 years old.

### 3.2. *The employment policy challenges in Portugal*

According to Employment Outlook from OECD 2017, the labour market conditions in Portugal continue to improve:

- The unemployment rate has been falling, either the global rate and the youth unemployment rate;
- The employment rate has increased in last years.

Those are the results of a comprehensive set of labour market reforms over the period 2011 to 2015 to address these structural weaknesses. However, despite the progress made, many challenges remain – including the need to tackle the widespread labour market segmentation.

Unemployment rate

	2014	2015	2016	2017
<b>15-74 years old</b>	14,1	12,6	11,2	9,0
<b>Less than 25</b>	34,7	32,0	28,2	23,8
<b>Rate NEET 15-24</b>	12,3	11,3	10,6	9,3

Source: EUROSTAT LFS



## Employment rate (20-64)

	2014	2015	2016	2017
<b>Total<sup>3</sup></b>	67,6	69,1	70,6	73,4

Source: EUROSTAT LFS

**Labour market segmentation** remains high, jeopardizes the prospects of young people and tends to increase market volatility. Despite the increase in the number of permanent contracts, labour market segmentation remains high. It is mainly those who re-enter the labour market who are most exposed to temporary and precarious contracts: 65,9 % of the workers under the age of 24 are on temporary contracts (against an EU average of 44,2%). This has adverse effects on the career prospects of young people and on incomes, given the pay gap between temporary and permanent workers. For the age group of 15-64 years old the gap is also important for Portugal in relation to the average of EU countries, according to EUROSTAT source and the number given by the Labour Ministry source as 30,6% of the temporary contracts, which is also very high.

## Temporary employees as % of total number of employees-15-24 years old

	2014	2015	2016	2017
<b>Portugal</b>	63,0	67,5	66,3	65,9
<b>EU</b>	43,2	43,3	43,7	44,2

Source: EUROSTAT-LFS

## Temporary employees as % of total number of employees-15-64 years old

	2014	2015	2016	2017
<b>Portugal</b>	21,4	22,0	22,3	22,0
<b>EU</b>	13,9	14,1	14,2	14,3

Source: EUROSTAT-LFS

<sup>3</sup>Employment rate: % of employed population under active population, with 20-64 years old.



## Type of contract by sex (1000)

Type of contract	Total	Men	Women
<b>Total</b>	2641,9	1367,7	1274,2
<b>Permanent contracts</b>	1757,8	896,5	861,3
<b>Temporary contracts</b>	807,8	411,4	367,4
<b>Other situation</b>	18,2	10,1	8,1

Source: Personnel tables, single report 2016, MTESS.

Besides that aspect of segmentation/precariousness in the labour market another challenge is the **qualifications level** - in spite of a major improvement in the qualification level of Portuguese population - Portugal needs to increase the importance of the secondary education qualifications level where the gap between Portugal and the EU average countries is the more significant. Portugal needs to decrease the number of employees with less than primary, primary and lower secondary education (levels 0-2) through vocational training and prior learning recognition and certifications activities.

## Employees by educational attainment level (ISCED levels) % - 15-64 years old

ISCED levels		2014	2015	2016	2017
<b>0-2</b>	<b>EU</b>	17,3	16,9	16,8	16,7
	<b>Portugal</b>	46,9	45,4	43,9	43,3
<b>3-4</b>	<b>EU</b>	49,3	49,0	48,8	48,4
	<b>Portugal</b>	26,6	27,3	28,2	28,8
<b>5-8</b>	<b>EU</b>	32,9	33,6	34,0	34,5
	<b>Portugal</b>	26,3	27,2	27,8	27,8

Source: EUROSTAT-LFS



Another employment challenge is the **gender equality** translated mainly through gender pay gap.

**Gender pay gap by age groups**

Portugal	2013	2014	2015	2016
<25	8,6	7,2	9,1	8,0
25-34	4,5	5,3	8,5	8,3
35-44	11,4	12,0	15,1	14,9
45-54	18,3	21,6	23,9	23,5
55-64	15,4	17,2	23,3	23,2
65+	36,7	42,8	43,4	43,0

Source: Eurostat, structure of earnings survey methodology

According to EUROSTAT data, the wage differential increased significantly between 2013 and 2016, particularly in the higher age groups, 45-54 and 55-64.

### 3.3. *The Young Guarantee in Portugal*

#### Framework

European Commission through the Council Recommendation of 22 April 2013 established the “Youth Guarantee” as a commitment by all Member States to ensure that all **young people under the age of 25 years** receive a good quality employment offer, continued education, apprenticeship and traineeship within a period of four months of becoming unemployed or leaving formal education. This recommendation was preceded by further initiatives by the European Commission to encourage Member States to adopt policies to reduce youth unemployment rates, promote the employability of young people and their entry into the labour market, with a view to contributing to targets set in the 2020 Strategy.

In Portugal, the Youth Guarantee applies to young people between the ages of 15 and 29 who are not integrated into any type of education or training or in the labour market and are implemented through the National Plan for the Implementation of the Youth Guarantee -GJ), approved by Council of Ministers Resolution No. 104/2013 of 31 December.

At top level, the coordination is made through the Economic and Social Council, a tripartite board. Its consultation competencies are based on the participation of the most representative organisations in Portuguese society and economic tissue and are carried out by drafting opinions, requested of it by Government or other organs of sovereignty, or upon its own initiative. Within the scope of this competency, the Council expresses an opinion on the drafts



of the programmes and policies for social and economic development, Portugal's positioning within the European institutions with regard to these policies, the use of European funds at national level and the regional development policy. The competency for social concertation aims to foster social dialogue and negotiation between the Government and Social Partners – trade unions and employer associations – and is exercised based on tri-party negotiations with representatives of such bodies, during which legislation projects are appraised with regard to social and labour matters, for which social concertation agreements are then entered into.

**Youth Guarantee, which runs until 2020, has the following objectives:**

- Increase young people's qualifications;
- Facilitate the transition to the labour market;
- Reduce youth unemployment.

The entity that coordinates Youth Guarantee in Portugal is IEFP, Institute of Employment and Vocational Training and is responsible for:

- Ensuring national coordination and monitoring of the implementation of the National Plan for the Implementation of Youth Guarantee (PNI - GJ);
- Ensuring, in liaison with other partners, the integration of young people into employment opportunities, training or placements.<sup>4</sup>

At the local level the implementation of the youth guarantee is ensured by:

- Local services of the various agencies involved - employment services, establishments of different levels of education, youth service centres and others;

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<sup>4</sup> Resolução do Conselho de Ministros n.º 104/2013; main partners responsible for the implementation: IEFP, I.P., Instituto da Segurança Social, I.P., Direção-Geral da Educação, Direção-Geral do Ensino Superior, Agência Nacional para a Qualificação e o Ensino Profissional, I.P., Instituto Português do Desporto e Juventude, I.P., INA – Direção-Geral da Qualificação dos Trabalhadores em Funções Públicas, Direção-Geral de Política Externa, AICEP PORTUGAL GLOBAL, E.P.E., Agência para o Investimento e Comércio Externo de Portugal, E.P.E., Direção-Geral das Autarquias Locais e Cooperativa António Sérgio para a Economia Social-CASES.

Strategic partners: Confederações Patronais, Confederações Sindicais, Associação Nacional de Municípios Portugueses (ANMP), Associação Nacional de Freguesias (ANAFRE), Conselho de Reitores das Universidades Portuguesas (CRUP), Conselho Coordenador dos Institutos Superiores Politécnicos (CCISP), Conselho Nacional da Juventude (CNJ), Comissão Nacional de Proteção das Crianças e Jovens em Risco, União das Misericórdias Portuguesas, União das Mutualidades Portuguesas, Confederação Nacional das Instituições de Solidariedade (CNIS), Agência Nacional para a Gestão do Programa Aprendizagem ao Longo da Vida (AN PROALV), Agência Nacional para a Gestão do Programa Juventude em Ação, Instituto de Informática, I.P., Instituto Nacional de Reabilitação, I.P., e Alto Comissariado para a Integração e Diálogo Intercultural, I.P. (ACIDI, I.P.).





- Transition and integration support structures, including psychology and guidance services, qualifying centres (Centros Qualifica), vocational integration offices and student support offices;
- Public or private entities, municipalities, the business community, social partners and other civil society entities (e.g. youth and sport associations and community projects) that, at local level, intervene or can intervene in the signalling/screening, routing and integration of young people; integrating these tasks in the work that they already do. These registration partners can ask to join the network or be invited by YG PES local correspondents or coordination. They can support youth NEETs registration in YG web platform and mediate the contact with the attendance/guidance partner.

The PNI - GJ (National Implementation Plan for the Youth Guarantee) integrates several measures that include areas such as information and guidance for qualification and employment, education and training, and integration into the labour market, both through vocational training and through incentives for hiring. The Youth Guarantee was more an integration process of the different measures and programs already implemented through mainly the IEPF structures and enhanced the partnership with other services and entities at national and local levels. The Youth Guarantee tries to fight the long-term unemployment through a good communication between labour market players, educational institutions, youth organizations, trade unions and local employment centres.

## Recent developments

Since 2017, Portuguese Youth Guarantee was financed by the European Commission to accelerate the implementation of the Young Guarantee in Portugal. This new initiative (until 2018) has the collaboration of Permanent Youth Observatory of the Institute of Social Sciences, Sair da Casca and TESE - Associação para o Desenvolvimento, and aims to broaden and increase the efficiency of the network of local partners of the Young Guarantee and to reinforce the communication of the Young Guarantee to young people and the public. The nationwide partnership network of Youth Guarantee, now with more than 1.500 organizations involved (PES services, Education and Training Services, organizations with non-formal activities to young people, etc.) will be reinforcing by: a) new partners; b) actions to promote a better articulation between partners; and c) training on outreach NEET strategies and attendance practices.

Recently, the Government with support from ILO – International Labour Organization in order to reinforce the Youth Guarantee Programme reorganized and extended the network of partners through a National Youth Identification Strategy which include three levels of participation:

- i) The first level takes a lot from the local partners, who have, above all, a supporting role in identifying young people;



- ii) At an intermediate level of the network, there are the partners that support the diagnosis and refer the young people who are better suited to their situation;
- iii) A third core of partners includes entities with skills and resources to deliver answers.

The goal that is inscribed in the National Youth Identification Strategy is at least 30,000 of the young people who, at the moment, are identified as being discouraged.

## YG Evaluation data (2013-2016)

A court accounts team<sup>5</sup> evaluated the results of the recommended measure in 2013 and, after visiting seven Member States - Ireland, Spain, France, Croatia, Italy, Portugal and Slovakia (the audit covered the period between the official launch of the Youth Guarantee in April 2013 and May 2016). They have concluded that, although progress has been made in the implementation of the Youth Guarantee and some progress has been achieved, the current situation, more than three years after the launch of the project, "falls short of the initial expectations raised at the launch of the Youth Guarantee, which aims to provide a good quality offer to all NEETs within four months". None of the Member States visited still managed to ensure that all NEETs had an opportunity within four months to help them to integrate the labour market in a sustainable way. An important factor contributing to this situation is that it is not possible to answer to the entire NEET population only with the resources made available by the EU budget.

According to the external audit to the Youth Guarantee in seven-member states, including Portugal, the main conclusions and recommendations are the following:

### Portuguese Youth Guarantee Implementation Plan: goals set for the identification / registration of the NEET population.

The Portuguese Implementation Plan aims to reach the entire NEET population by 2019. The relevant stakeholders are responsible for reaching 47% of the NEETs who are not registered in the public employment service. However, it sets the goals to be reached by different stakeholders in generic terms without specifying in detail the objectives of each partner. In addition, it does not mention any financial contribution to be given to the interested parties concerned, nor the way in which they should achieve this objective without additional resources (since the beginning of 2017, the objectives for each partner are defined) .

### NEET group is very heterogeneous and there is an inadequacy of skills not identified and solved in the context of the Youth Guarantee

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<sup>5</sup> European Court of Auditors (2017) - *Youth unemployment– have EU policies made a difference? An assessment of the Youth Guarantee and the Youth Employment Initiative*, European Union.



Portugal, as the other Member States concerned, did not developed a systematic approach to solving the problem of skills mismatches and aligning the NEET training portfolio to respond to local needs. This exercise is carried out annually for a zone of attraction using a combination of census and labour force survey data. In Portugal, the analysis of the NEET population must include an analysis of the adequacy of skills. In Portugal, for example, the Implementation Plan was based only on the NEET statistics provided by the National Statistical Institute, such as age distribution, qualifications and gender.

As the other Member States, there was a response to the inadequacy of expertise in specific studies and/or analyses carried out by various institutions. However, these studies were not, or were only partially, considered in the design of the types and number of bids to be included in the Youth Guarantee Implementation Plans.

### Profiles were changed due to the Youth Guarantee in Portugal

There was no major change in Portugal and the country use a system based first on an automatic classification system and secondly on the definition of qualitative profiles resulting from the assessment carried out by the official responsible for the file.

### Portugal have defined a good supply

In Portugal a “good offer” is defined in terms of the National Implementation Plans and is directly linked to sustainable integration in the labour market.

### Insufficient evaluation of the NEET population affected the design of the IEJ Ops

The Court found that the assessments carried out by the MS visited to determine the JIS target populations were superficial and generic. The five MS divided IEJ's target population into two subgroups: inactive NEETs and unemployed NEETs. No specific segmentation has been carried out for categories such as early school leavers, economically and socially vulnerable people, the long-term unemployed or people who are further from the labour market.

The lack of exhaustive knowledge of the NEET population contributed to a rather vague conception of the OPs, which did not define the most needy target groups or why the proposed measures would be the most appropriate to address the existing lags.

### Inactive NEET

The information provided by the MS also shows that the inactive NEET group was the least beneficiary. For example, in Portugal, none of the participants belonged to the inactive group. In addition, only 1% of the participants in the five MS visited had a disability, 8% were immigrants (95% of them in France) and 22% came from an unemployed household (Portugal accounted for 50% of these cases).



## 4. Overview of the institutional framework: institutions responsible for employment/unemployment support, social support, schools and education, main aims rationales and strategies

### 4.1. *Active labour market policies in Portugal*

Employment and training measures in general apply to NEET and the responsible entity for their implementation is the Institute of Employment and Vocational Training (IEFP). The table below presents some of the most important measures:

Employment measures	Description	Beneficiaries
<b>Contract Employment (Contrato Emprego)</b>	Financial support granted to employers that celebrate fixed or open-ended work contracts in part-time or full-time with the requirement to provide professional training to the employee.	Unemployed registered in public employment services.
<b>Contract Employment Insertion (Contrato Emprego Inserção)</b>	Socially needed work experience for unemployed that profit from financial social support benefits.	Long-term unemployed.
<b>Support geographical mobility (Apoio à Mobilidade Geográfica)</b>	Financial support to unemployed that celebrate work contracts at least 50 km from their residence.	Unemployed registered at PES for at least 3 months.



Empreendedorismo (Entrepreneurship measures)	Description	Beneficiaries
<p><b>Creating Your Own Employment (Criação do próprio emprego) (PAECPE)</b></p>	<p>Support for employment projects promoted by beneficiaries of unemployment benefits which is intended to encourage the creation of small entrepreneurial initiatives to ensure the full employment of beneficiaries themselves.</p> <p>In this context, it is still considered a job project, the adhesion of the beneficiary to any entity that reviews the associative form, as well as its participation in the capital stock of companies already constituted, if they are obliged to secure their employment on time economic and financial capacity for this purpose.</p> <p>This type of support integrates the Support Program for Entrepreneurship and the Creation of Own Employment (PAECPE).</p>	<p>Beneficiaries of unemployment benefits who submit a project that would at least lead to the creation of their employment.</p>
<p><b>Youth Investe Program (Programa Investe Jovem)</b></p>	<p>The Investe Jovem Program aim to promote the creation of companies, by supporting the creation of own and micro-enterprises. In the Youth Investe Program, using projects carried out by unemployed young people enrolled in the IEF, IP.</p>	<p>Enrolled in the Employment Centre, over 18 years of age, with capacity and availability for work.</p> <p>Registered as unemployed in the IEF, with 18 and 29 years, inclusive, on the date of submission of the application for project financing and have a viable business idea and adequate training for the development of the</p>



		business.
<b>The Investe Jovem Program and the support modality Investe Artes e Ofícios (Investe Arte e Ofício)</b>	It aims to promote the creation of companies, by supporting the creation of own and micro-enterprises. In the Investe Arts and Crafts, by unemployed enrolled in the IEFP without age restriction and former trainees of Arts and Crafts axis of formation, at the end of training in the context of work, were successful.	The unemployed enrolled in the IEFP without restriction of age; and the former trainees of the Arts and Crafts training who, at the end of the training in the work context, have been successful.
<b>The Technical Support Measure for the Creation and Consolidation of Projects (ATCP) (Apoio Técnico à Criação e Consolidação de Projetos)</b>	It consists in the granting of technical support to promoters of projects to create their own employment or company, within the scope of IEFP, IP, alone or jointly with other bodies.	The ATCP is intended for unemployed persons registered with employment services or other publics with special insertion difficulties who are promoters of projects to create their own employment or company, within the framework of IEFP, or in conjunction with other organisms.
<b>National Microcredit Program (Programa Nacional de Microcrédito)</b>	Easier access to credit - through the MICROINVEST typology - and the provision of technical support in the creation and training of the entrepreneur during the first years of the business life.	Young people until 29 years old, with special difficulties in accessing the labour market and at risk of social exclusion, who have a viable business idea, entrepreneur profile and formulate and present viable projects to create jobs.
<b>Empreende Já - Network of Perception and Business Management (Rede de Percepção e Gestão de Negócios) by IPDJ (Portuguese Institute for Sport and Youth)</b>	Program to support the creation and development of enterprises and social economy entities, as well as job creation, by and for young people.	Young NEET between 18 to 29 years old, living in Continental Portugal and with have completed compulsory schooling.



<p><b>COOP Youth (COOPJovem) – Promoted by CASES – Cooperativa António Sérgio para a Economia Social</b></p>	<p>Program to support the creation of self-employment, associated to a culture of solidarity and cooperation.</p>	<p>Young people from 18 to 29 years old who want to create a new cooperative that integrates between 3 and 9 members or want to set up an agricultural cooperative with a maximum of nine young farmers or a new section in existing agricultural cooperatives with up to 10 workers.</p>
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## Project

ComNetNEET "Community Networking for Integration of Young People in NEET Situation"

Vocational training measures	Description	Beneficiaries
<p><b>Prior learning recognition, validation and certification processes (processo de reconhecimento, validação e certificação de competências - RVCC)</b></p>	<p>Professional qualification of the unemployed, through their participation in vocational training and in processes of recognition, validation and certification of skills and competences (RVCC).</p>	<p>Unemployed registered in Job and training centres without 9 years of schooling and qualification. The educational RVCC process aims at obtaining a NQF level 1, 2 and 3. The professional RVCC process aims at obtaining a professional qualification at NQF level 2 and 4.</p>
<p><b>Education and training programmes/courses for adults (Cursos de educação e formação para adultos, EFA)</b></p>	<p>Launched in 2000, these courses/programmes EFA are organised in a lifelong learning perspective; in training paths, defined through an initial diagnostic assessment, carried out by the training provider or through a process of recognition and validation of the competences acquired throughout life. Training programmes are developed in an integrated way, comprising basic training and technological training or only one of these; and are offered in the form of modular training, based on training standard/referential under the NCQ.</p>	<p>People over 18 who wish to complete the 3<sup>rd</sup> cycle of basic education or secondary education and/or obtain a professional qualification (NQF levels 2-4).</p>
<p><b>Education and training programmes for young people (cursos de educação e formação de jovens - CEF)</b></p>	<p>To tackle the high numbers of young people early leaving the school and their deficits of educational and vocational qualifications. To enhance their integration into the labour market, through double certification. To motivate them to further continue their studies/training by providing flexible learning solutions in line with their' expectations and local labour market needs.</p>	<ul style="list-style-type: none"> <li>- Young people with 15 years or more.</li> <li>- School qualifications lower than the 2<sup>nd</sup> and 3<sup>rd</sup> cycles or secondary education or secondary education already completed.</li> <li>- Absence of professional certification or interest in obtaining a higher level of</li> </ul>





	The CEFs are training courses organized in a sequence of training stages according to the qualifications of access and duration of training.	professional certification than you already have.
<b>Technological specialisation programmes (Cursos de especialização tecnológica - CET)</b>	The technological specialisation programmes provide learners with the required knowledge, scientific and technological skills a) to enter a career by deepening their scientific/ technological knowledge in a specific field of training; b) to enhance their career by upgrading their competences; c) to take further studies in higher education by attaining a level 5 NQF. Post-secondary courses, not higher, those aim to meet the needs of the business community at the intermediate level.	Young people or adults, with the following school qualifications: <ul style="list-style-type: none"> <li>- Secondary school;</li> <li>- 10 or 11 full years and enrolment in the 12<sup>th</sup> year;</li> <li>- Level 3 of vocational qualification;</li> <li>- Holders of a Technological Specialization Diploma (DET), or a higher education degree, who wish to have them re-qualified.</li> </ul>
<b>Apprenticeship programmes (cursos de aprendizagem)</b>	Courses of initial vocational training, in alternation, targeted to young people, privileging their insertion in the work market and allowing the continuation of studies of tertiary level.  A double certificate - diploma of 12 <sup>th</sup> year of schooling and NQF level 4 is granted upon successful completion. Apprentices wishing to pursue their studies are subject to the regulations and requirements established to access the different higher level programmes.	Young people with less than 25 years and with 3 <sup>rd</sup> cycle of basic education or higher, without completion of secondary education.
<b>Certified modular training (Formação modular)</b>	Certified modular training is included in the NCQ and is available since 2008 for people	Adults with more than 18 years, employed or



	<p>older than 18, who do not have the adequate qualification to access or progress in the labour market or have not completed basic or secondary education. The modular training enables learners to create or to follow flexible learning paths with variable length, according to their own needs. The curricula organisation of modular training is based on training units of short duration (<i>unidades de formação de curta duração</i> - UFCD) available in the NQC. Short-term training units aimed at flexibility and diversification of continuous training, integrated in the National Catalogue of Qualifications (NCQ).</p>	unemployed.
<b>Training Check (Cheque formação)</b>	The aims at enhancing the quality and speed of critical employment measures, regarding professional qualification.	Unemployed persons enrolled in the IEFP, IP have for at least 90 consecutive days, aged 16 or over, holders of levels 3 to 6 of qualification.



Internships	Description	Beneficiaries
<b>Professional Internships (Estágios profissionais)</b>	Development of practical experience in the context of work with the aim of promoting the integration of young people in the labour market or the retraining of the unemployed, and cannot consist in the occupation of existing jobs; duration of 12 months.	Unemployed people.
<b>Inov contact (Inov contacto) – Promoted by AICEP Portugal</b>	International internship in a large company.	<ul style="list-style-type: none"> <li>- Young people until 29 years old.</li> <li>- Undergraduate / Master's degree.</li> <li>- More than one foreign language speaking.</li> </ul>
<b>Active Youth Employment (Emprego Jovem Ativo)</b>	Development of a project in the context of work by teams, for 6 months. Each team has 2 or 3 young people in a disadvantaged situation (less qualifications and employability) and 1 young person with a higher qualification.	Young people from 18 and 29 years.
<b>PEPAC - Internships program of central public administration coordinated by INA (General Direction for Public Employees Qualification)</b>	Paid internship, for 12 months, in public entities linked to Central Administration.	Young people less than 30 years old and with tertiary education.
<b>PEPAL – Internships program of local public administration coordinated by DGAL (General Direction of Local Administration)</b>	Paid internship, for 12 months, in local authorities, inter-municipal entities and other associations of municipalities and parishes under public law.	Young people between 18 and 29 years old, if not working or have a qualification corresponding to at least level 6 (undergraduate) of the structure of the National Qualifications Framework.



<p><b>Professional internship program in Embassies and Consulates (Programa de Estágios Profissionais em Embaixadas e Consulados)</b></p>	<p>Internships in embassies, consulates and missions and permanent representations.</p>	<ul style="list-style-type: none"> <li>- Young graduates until 29 years old, looking for the first job, unemployed looking for new job.</li> <li>- Expectation of age until 35 years old in case of disability or incapacity greater than 60%.</li> </ul>
<p><b>EURES Network (Rede EURES)</b></p>	<p>Information and counselling about European Union Member States job vacancies as well as life and work conditions. Referral and support of young people to professional internships and jobs promoting contact between young job seekers and employers who want to hire abroad.</p>	<p>Young people less than 29 years old.</p>



## 5. “General philosophy” of current approaches to mitigate the problem: what has been tried? Do different relevant institutions follow different “philosophies”?

The main institutional approach (IEFP, ANQEP, IPDJ) offers services and programs to young people that are unemployed or are inactive (non-students), targeting young people that are looking for these services/programs. Several measures promoting self-employment and entrepreneurship were created in the last years, targeting NEET.

As we can observe by the variety of vocational measures described in policy measures, current approaches rely much on training and education integration, aiming to promote youth qualification and employability.

Regarding interventions targeting NEETs, our research task for this project showed a preponderance of approaches that focus on skills development programs and entrepreneurship. Most of current approaches (public and private) rely on a network of partners.

On the other hand, now, there is a lack of provision of strategies to reach out young people that are not looking for any service/program<sup>6</sup>. There are some local initiatives, promoted by local organisations with public and private funds, which main goal is to motivate young people and promote their interest in the existing programs or measures.

Programa Escolhas is a good example and it was considered a good practice since it's defined as a nationwide governmental program, managed and coordinated by the High Commission for Immigration and Intercultural Dialogue. It is anchored in locally planned projects managed by local partnerships involving schools, local authorities, non-profit organizations and the Commissions for the Protection of Children and Youngsters and it was specifically designed for the promotion of social inclusion of children and youth aged 6 to 24 years old coming from vulnerable socio-economic contexts. The program is in place since 2011 and has developed to promote school success, reduce absenteeism and school dropouts through a daily support to young people, in terms of the learning contents, the learning organisation and the optimisation of the study process.

Between 2016 and 2017, Programa Escolhas funded 90 projects targeting young people (88 in Portugal, 1 in United Kingdom and 1 in Luxemburg). The last two projects targets young Portuguese migrants in those countries.

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<sup>6</sup> European Commission (2017) - Youth Guarantee country by country – Portugal March 2017



For more details see the annex 2 (project examples funded by Programa Escolhas) and the annex 1:

- Claquete – E6G (Example 1);
- Desafios E6G (Example 2);
- Orienta-Te – E6G (in annex 1 – Practice 3);
- Take It E6G, Talent, Art, Creativity and Entrepreneurship (Example 3);
- Trapolim E6 G (Example 4).



## 6. Involvement of stakeholders (social partners, state agencies, NGOs)

In 2014, Youth Guarantee in Portugal has launched a reform among the network of already existing structures of public bodies: approximately more than 50 job centres, 200 CQ (Training structures), 350 GIPs (Professional Integration Offices) and 45 Youth Shops (Loja Ponto JA)<sup>7</sup>. Since 2016, YG had engaged other local contact points as NGO, Youth Associations and Sports Associations to better outreach NEET and register them in the online platform. So far, this network has involved more than 1500 partners in Continental Portugal, but with no added service/program<sup>8</sup>.

Most of the NEET intervention projects are implemented through consortiums (public, private and social economy entities) and the most represented promoters are social economy entities. Through our desk research, it was observed that only a few numbers of initiatives are being implemented by private sector companies, not only as funders but also as promoters, under their corporate social responsibility strategies (eg. Alliance for Youth – Nestlé).

Municipality of Lisbon also promotes the «Municipal Program for Social Economy and Promotion of Employability in Lisbon – “Redemprega Lisboa»». The main goals are:

- Developing the Social Economy by creating the conditions to maximize its potential regarding the current challenges;
- Promoting employability by articulating strategies, organizing and supporting activities that increase employability skills and;
- Encouraging inclusive entrepreneurship by organizing and promoting programs that support territorially based individual initiatives.

More information about the Municipal Program for Social Economy and Promotion of Employability in Lisbon – “Redemprega Lisboa” is available in annex (Annex 3).

<sup>7</sup> European Commission (2016) - Peer Country Comments Paper – Portugal.

<sup>8</sup> Presentation in a national Seminar “FAZER O FUTURO EM REDE” hosted by Youth Guarantee in Portugal (September, 2018).



## 7. Main strengths/weaknesses/opportunities of partner country policies to mitigate the NEET problem

### Strengths

#### Youth Guarantee in Portugal

- Online platform to link NEET and services providers from Portugal;
- YG comprises a wide range of measures targeting not only young people but also employers;
- Young people can choose different kind of internships.

#### Employment measures

- Financial encouragement for employers to celebrate long-term contracts;
- Associated measures consider different NEET situations, from first job seekers to long term unemployed;
- Existing measures support youth mobility.

#### Education/Training system

- Existing work-based learning system (apprenticeship and professional courses);
- The existence of practical subjects in courses curricula with more contacts with professionals, entrepreneurs and companies.

#### Internships

- Promotes the connection of young people with the labour market to motivate them to pursue their interests;
- Promotes a peer-to-peer learning experience (Emprego Jovem Ativo);
- Promotes practical hands-on activities, visits to companies and work placements.

#### Other policies/ measures

##### “Programa Escolhas”:

- Community based approach;
- Constant evolution and adaptation of the program to the new challenges;
- National implementation but with a local tailored approach.

### Weaknesses

#### Youth Guarantee in Portugal

- Multiple access points (YG, IEFP, CQ, IPDJ);
- Youth Guarantee partners network effectiveness;
- General assumption of the inefficiency of YG platform registration comparing to the work already developed by existing local networks;
- No innovation in measures proposal comparing to the ones that were already in place;
- It is not a financial source to promote measures/ services besides of what already existed.

#### Employment measures

- Traditional support to job seekers is not adequate to young trends and needs;
- Lack of promotion of these measures among employers, application complexity and process slowness;
- Mandatory character of some employment measures is not an attractive feature for young people.





## Education/Training system

- Inexistent education/training active measure (it's designed but not implemented) to young NEET with more than 18 years old and with maximum 6 years of school;
- To involve proper staff in those programs, time consuming and engaging students with very low levels of attainment and concentration;
- Schools need a greater support in finding work experiences for students to enhance the links between schools and employers;
- Increased positive outflows, but insufficient availability of offers.

## Internships

- Instability after the internship experience. There is a lack of preparation to re-enter the labour market;
- Slowness of the process and complexity for some entities;
- The articulation with the labour market including companies must be stronger mainly through the employment services that need to have a closer relation with schools.

## Other policies/ measures

- Projects sustainability (most are financed by grants and circumscribed to contracted time);
- Scarce visibility of corporate social responsibility importance, primarily in more rural areas;
- Improvement needed in policies and measures evaluation mechanisms.

## **Opportunities**

### Youth Guarantee in Portugal

- Broaden YG network of partners.

### Employment measures

- Existence of a Personal Employment Plan for each unemployed people in PES;
- Public employment services local networks;
- Existence of many employment measures aiming to promote employment.

### Education/Training system

- Existence of non-formal education measures;
- Choosing their professional career and combining several training occupations and interested along their life.

### Internships:

- Increase the possibility to find a job;
- Increase knowledge on how to get a job and going directly to the labour market;
- Particularly relevant impact if students can choose the kind of economic sector and/or occupation.

### Other policies/ measures

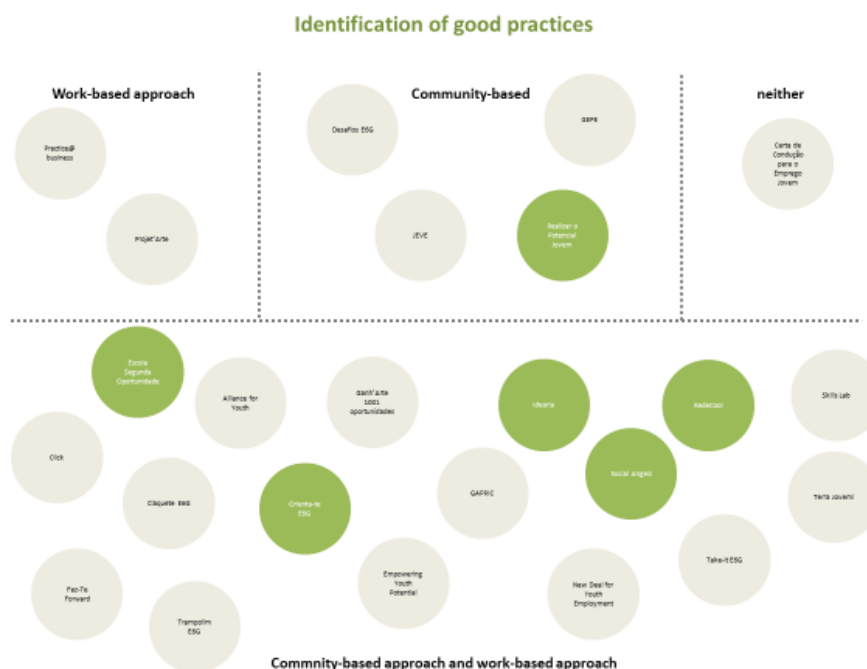
- Growing involvement and participation of the private sector in projects targeting NEET, namely in urban and suburban areas;
- Use of social networks and online platforms are growing among interventions targeting NEET;
- Increase in events focused on sharing good practices and experiences in NEET's field of action.



## 8. Relevant good practices to intervene in the NEET situation on a community level.

### How selected practices relate to each other: 1<sup>st</sup> selection

Portuguese partners identified several practices to intervene in the problematic NEET situation on a community level, as follows:



From all the practices identified, a **first selection of 6 practices** was made based on criteria such as innovation, impact, community based and work-based approaches and potential of replicability. They are described in detail in Annex 1. It is considered that despite of its differences, all these projects present innovative features, good results comparing to all the practices that were identified and most of them are community-based and use work-based learning strategies. It can be also observed that four are financed by European Commission Programmes; one is financed by a Portuguese national funding program and the other have the seal of the Portuguese Ministry of Education, which means that they have already passed through a selection process before.

The 6 practices aim to develop skills related to youth employability; all use non-formal education (as one of the methodologies); all promote skills development (three of them aim to

develop entrepreneurial skills), all display a very practical approach and three have specifically NEETs as a target group.

The Portuguese research team wanted also to select practices from different geographical areas of Portugal in order to focus not only in urban areas, but also on more rural ones. All six practices present different strategies and perspectives to intervene with young people in a NEET situation and we consider that some of these strategies can be incorporated in the project model design or inspire the project tools development. All of them have different “grabbing” strategies; different core activities and different relations/responsibilities among projects’ stakeholders.

## How selected practices relate to each other: 2<sup>nd</sup> selection

After that, a **second selection of 3 good practices** was made and each one is described below according to the **following criteria**:

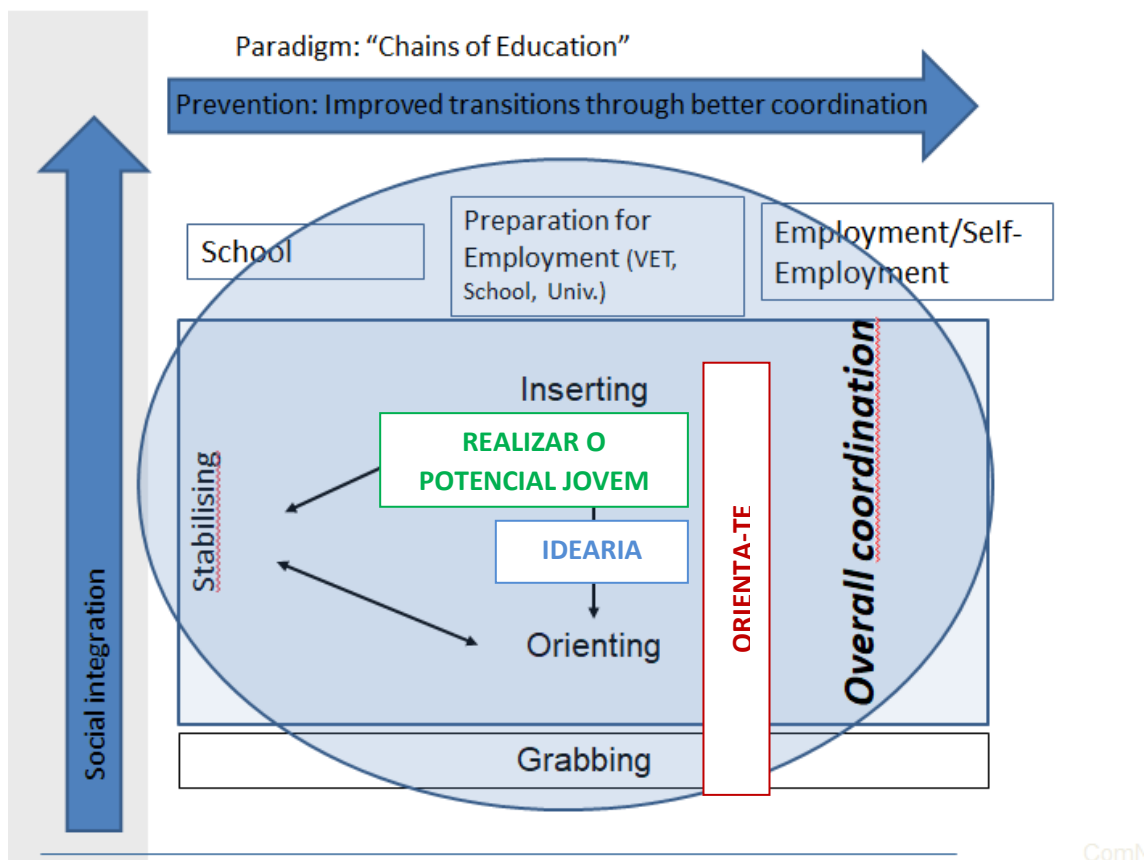
1. **Grabbing:** How to reach out to the “disenfranchised”, the hard-to-reach? How to get them into the systems?
2. **Orienting:** How to assure that each youth people knows about all relevant opportunities and develops a realistic individual pathway to an individual goal?
3. **Stabilising:** What are the principles and best ways of delivering holistic support? How can the pre requirements of education and employment be secured: health, housing, day-care, addiction, psychological health, etc?
4. **Inserting:** How is training maturity being developed (soft skills/life skills/hard skills)? How is the transition to employment or in-company training secured? How is this insertion accompanied and supported?

From that large group (for more details see the annexes) three were selected.

In the specific selection of those three practices we’ve chosen the ones that better fit with the given criteria and the ones that we thought would give a better contribution to the project:

- 1 – ORIENTA.TE E6G
- 2 – IDEARIA
- 3 – REALIZAR O POTENCIAL JOVEM





**Matrix for the identification of good practices for the integration of NEETs: proposal of output coordinator ISOB to partners, meeting in Regensburg, March 2018**

1 **ORIENTA.TE** is probably the more holistic one and the research team consider that it is possible to find in this project innovative ways to “grabbing” young people (e.g. through community leaders; activities in the neighbourhood); to motivate them (e.g. using coaching methodology; participatory methodology); to stakeholders management (e.g. clear definition of each partner’s tasks; strong link with potential employers) and to provide a more holistic response (e.g. through proximity to local partners that can support young people in other areas or through family intervention).

2 - **IDEARIA** focuses more on entrepreneurial skills and involves a flexible itinerary through different “labs” that young people can follow. The large number of activities in the different labs can also inspire our project design namely the strategies used to mobilize and motivate young people. It also relies on participatory methodologies promoting youth active involvement. The creation of a local network for youth employability and the strategies used to achieve that network can be very helpful for our ComNetNEET project, since we will also work closely with local stakeholders.



3 – **REALIZAR O POTENCIAL JOVEM** present a very different approach but is also very innovative and can be very useful to our project since it relies on young people as multipliers and focuses on the importance of giving a voice to young people, mostly in decisions were they are directly affected. It aims to develop youth skills in a wide range of areas (from housing to employability programs) and to train young people to disseminate project's learnings among others. Many of these different approaches can be adapted and replicated in our project.

The 3 practices selected strongly rely on the importance of involving actively young people since the project design and present strong partnerships and ways to make these partnerships effective.



## ORIENTA.TE E6G

**Target:** young people from 14 to 30 years old

**Type of NEET:** open to learning, sustained and undecided (with different activities to each type)

**Coordinator:** TESE – Associação para o Desenvolvimento

[www.tese.org.pt](http://www.tese.org.pt)

ORIENTA.TE E6G main goal is to empower young people towards decision making and action, aiming at a sustainable socio-professional inclusion.

It stands as an integrated solution to promote equal opportunities and social cohesion by generating new responses to the needs identified by young people living in S. Domingos de Rana (a Portuguese parish with about 6,000 young residents), partner organizations and local institutions.

Youth unemployment, low expectations regarding the future, low education, poor involvement of their families and poor motivation for participating in voluntary activities are the problems which the project aims to address, having as specific objectives:

- Support the definition and implementation of life goals of participants (200 year 1; 250 year 3);
- Involve project participants in strengthening their families, educational and professional networks (80 year 1; 100 year 3);
- Involve participants in positive attachment dynamics in the community (250 year 1; 300 year 3).

## Grabbing

As a tool that contributes to participants' mobilization and assiduity in the project, ORIENTA.TE offers cultural and artistic activities that allow discovering and developing a pool of talents and interests. Participants in these activities are stimulated to create products that are marketed and the profits are managed by them as an investment fund for the implementation of their life goals.

To mobilize other youngsters and to contribute to a positive image of young people in the community, the young participants prepare and carry out activities in the schools of the community and in other locals (e.g. other organizations, central squares, etc).

The project promotes also a focus on addressing individual needs as a group. This is enhanced by the development of young people ability to identify and take action on issues to meet the community needs that provides an important status among other young people and members of the community.

Participants co-manage ORIENTA.TE headquarters and the space where the activities take place and have access to free internet.

After 8 years of project implementation in S. Domingos de Rana, ORIENTA.TE is a reference in the community, where young people can simply enjoy themselves with activities specially designed for them or take a step towards change, at the pace of each one.

## Orienting

Through an individualized support (one-to-one) based on coaching's methodology, the participants are challenged to take the lead role in defining and achieving their life's goals and developing soft skills that increase their employability. They are stimulated to identify specific goals and the necessary actions to achieve these goals considering their current context and needs (e.g. return to school or training, seek employment, support the family, contact the immigration services, etc).

It's also important to strengthen the family involvement on the implementation of the young participants' life goals, through an individualized follow-up to their families in their homes (young NEET and different members of theirs families participate together in these sessions).

## Stabilising

In the individualized sessions with the young participants, ORIENTA.TE promotes their ability to deal with issues that represent an obstacle to the achievement of their goals. At the same time, the partners and other local organizations are involved to give support on specific issues



(e.g. involvement of other local organizations that provide social, psychological, migration support, housing, health services, etc.).

## Inserting

ORIENTA.TE invests on training for developing employability soft skills (e.g. self-confidence, teamwork, responsibility, creativity, time management, etc.) taking advantage of the group's potential for the training of these skills (e.g. training interview).

At the same time IT skills are considered to be determinant in the achievement of life goals due to the mainstreaming of its implementation, by increasing access and ability to respond to job offers and inclusion of resources technically innovative for the implementation of their projects.

The social capital of participants is strengthened with increased educational and professional development opportunities, through vocational experimentation (internships during a week or month), visits in companies (1 day), job shadowing and mentoring.

The transition to formal systems as education and training is supported by the local partners (Local schools and VET Centres). Even when participants are integrated into the formal systems, they continue to be supported by the project, avoiding drop-outs (individualized support).

All these activities are coordinated by TESE at a local level with the support of the other 8 partners. In the daily project activities, the project also involves about 60 other local organizations to provide suitable responses to young people's needs.



IDEARIA

<http://www.coolabora.pt/pt/pag/idearia/37/>

**Target:** unemployed or vulnerable young people from 18 to 30 years old

**Type of NEET:** open to facilitate the access to employment, participating in activities that combine art, innovation and social entrepreneurship

**Coordinator:** Coolabora - Intervenção Social

<http://www.coolabora.pt/pt/pag/projetos/>



IDEARIA main goal is to facilitate the construction of alternatives to unemployment and job insecurity. The methodology is focused on the development of transversal competences such as communication, team building, cooperation and interpersonal relationship as well as in entrepreneurship training designed to support the development of ideas, business creation and new initiatives in organizations and companies.

## Grabbing

IDEARIA gives the voice of young people as a 1<sup>st</sup> priority. There is a youth people forum as a space for participation, for discussion and for building solutions among young people.

It assembles several activities as a creative laboratory, with videos, workshops, cinema, theatre and plastic expression workshops; an entrepreneurial laboratory, where the path from the development of an idea to the preparation of a business plan prevails; and finally, an experimentation lab, where there is a co-work space, internships, mentoring and networking.

Space IDEARIA: it aims to be the space for the project and also for young people to meet. It has approximately 150 m2 in "open space" and that's where the Open Days IDEARIA take place.

## Orienting

Using the following two tools: a Creative Lab and an Entrepreneurial Laboratory.

The Creative laboratory with artistic workshops (theatre, video / cinema, plastic expression) oriented towards the development of transversal competences that also stimulate the construction of a transforming and critical civic sense.

It consists of 3 autonomous but complementary workshops of theatre, video / cinema and plastic expression that will take place for 2 months each, in weekly sessions (24 hours per workshop).

In each itinerary there is a Festival of Co-creation of Ideas that served as the basis for the Social Entrepreneurship Ideas Exchange, which is also the starting point for the creation of the Project Ideas Exchange.

The Entrepreneurial Laboratory offers a training itinerary that encompasses the entire project cycle (from the conception of the idea to the project preparation/business plan and respective testing), with a view to empowering young people to create their own jobs and to develop new ones areas in existing organizations.

It is organized in 3 blocks with a total duration of 64 hours.





## Stabilising

It focuses on creating opportunities and favourable environments, supporting the development of entrepreneurial skills and the testing of projects by providing opportunities for experimentation with innovative ideas.

## Inserting

The territorial network for employment, is another initiative, that articulates the sharing of information and experiences between complementary entities and facilitates the creation of collective strategies. Ideally, the voice of young people is given priority. The youth forum is a space for participation, discussion and building solutions.

## Internships and Mentoring

Young people participating in the Creative Laboratory and the Entrepreneurial Laboratory accessed to a mentoring program, with a total duration of 450 hours and two-month NGO internships.

There has a public session, in which the participants presented their business concept, before a jury composed of Businessmen and Business Angels.

## Exchange Market

The Exchange Market is an instrument of work valorisation, of knowledge, of cooperation and of local creativity, where solidarity is stimulated. Two initiatives were carried out, both in the city centre, where there were 25 participants in each.

The Municipality of Covilhã makes available, through the Parkurbis Incubation Association, access to a set of physical resources to consolidate the various projects.

There has also be 16 internships in NGOs, lasting 2 months each (once a week), to develop organizational skills.

All these activities were coordinated by CooLabora, crl, having partners as Câmara Municipal da Covilhã, Teatro das Beiras and Universidade da Beira Interior.





**“REALIZAR O POTENCIAL JOVEM”**

**(“REALIZING YOUTH POTENCIAL”)**

**Target:** young people from 18 to 30 years old.

**Type of NEET:** open to young people more informed for their life projects construction

**Coordinator:** Associação Juvenil de Deão – AJD and Associação Juvenil YUPI

<https://www.yupi.pt/>

<http://associacaodeao.wixsite.com/ajdeao>

The YUPI Association - Youth Union of People with Initiative and the Youth Association of Deão (AJD) were awarded an Inspiring Project Award 2017 at the Erasmus + Good Practices ceremony.

YUPI was born in September 2008 by the hand of a group of young people who are determined to change the world, or at least, to try. At YUPI, young people believe in Active Participation, Citizenship and Volunteering as means for a better society.

The AJD was founded in April 1997 and aims to create and develop social, cultural, sporting and artistic activities for young people, in particular in the area of leisure, volunteering, training, promoting and boosting their access to information, their social integration, civic participation and equality between men and women.

### Grabbing

The project has the particularity of being implemented by two youth associations, already with a solid experience of intervention and proximity to the young people.

It promotes an intensive capacitation on youth support existing programs related to volunteering, employability, habitation, entrepreneurship and international mobility.



## Specific goals:

- Inform young people and youth workers on existing support programs for personal and professional achievement;
- Identify improvement areas and generate new ideas related to those different support programs using young people and youth workers auscultation;
- Influence local and national decision-making processes related to those programs, so they can respond to youth real and current needs.

### Orienting

The development of young people's skills is a central objective for YUPI and AJD. From international exchanges and projects for hosting and sending young people to European Voluntary Service (EVS) to partnerships with other institutions in local volunteering activities (Time 4U project), local and international training camps or training courses, all are based on the skills development.

### Stabilising

The project promotes the development of Multiplier Agents as an important component of YUPI's mission is the creation of multiplier agents.

Examples of this are workshops and specific training actions targeting teachers, other local associations, more experienced youth, or youth workers.

### Inserting

Thinking globally to act locally, YUPI has created several projects to transform the local community of Famalicão.

Examples are projects like BUE, the Social Gardens, the Tukbatuk, Artiva-te, Crear-te, among others.

YUPI also participates in various local cooperation networks such as the Youth Munitions Council (CMJ) or the Inter-Parish Social Commission (CSIF).



## 9. Outreach strategies to harder to reach groups within the target group

Youth Guarantee in Portugal is promoting a broaden communication campaign to outreach the nonregistered (YouTube videos with NEET' success stories, TV interviews to NEET with success stories, posters on the subway and trains, a campaign in McDonalds, social networks dissemination, etc.). Beside this investment, the 1500 partners' nationwide network represents a local outreach and dissemination potential among young NEET.

Social networks dissemination is one of the most well-known strategies to reach to the target group and it is used in many projects such as Faz-Te Forward, Idearia and RedeCool. Projects online presence is growing and initiatives like JEVE project display their skills development training through an e-learning platform and young people can access through a free website.

Community-based approaches as Programa Escolhas projects rely on more local strategies such as community facilitators' incorporation in the project's activities (eg. "Orienta-te E6G or Desafios E6G). All these projects have a strong community based local network and use their local partners to reach to the target-group. These projects have also different areas of activity/events that may be more appealing to outreach NEET, such as multimedia (eg. Claquete E6G); artistic activities (eg. Take-IT E6G), sport activities (eg. Desafios E6G) or talent festivals (eg. Desafios E6G and Orienta-te E6G).

Using the parents as a communication channel can also be a way to outreach NEETs. Programa Escolhas projects (eg. Desafios E6G) have family mediation activities. GAPRIC (Gabinetes de Apoio de Programas Incluídos na Comunidade) project intervention is focused not only in youth with disabilities but also in their parents.

Focusing not only in the communication channels, but also in the message delivered. One strategy is to communicate the project/program/initiative as an exclusive opportunity, instead of a mandatory activity. In the example of Faz-Te Forward project, not only the program is presented as a tremendous opportunity for young people who are NEET, but it has also a selection process that enhances candidates' will to be part of it.

The type of language used to communicate can also be a strategy to outreach NEETs, there are several examples of projects that use a more simple, appealing and objective language in their communications (eg. Take-It project videos that many times are featured by young people for young people).



## 10. Bottlenecks for effective intervention, according to the analysis of policies and good practices

### 10.1. Network

- Weak inter-ministerial articulation in the implementation of policies/measures targeting NEET (between Ministry of Education, Ministry of Economy, Ministry of Social Security) that does not allow: a) a better rationalization of financial investments in common measures (e.g. the variety of entrepreneurship programs promoted by IEF, IPDJ and CASES) and b) to anticipate new trends and implement more and adequate measures to promote the integration of young people in a NEET situation.
- Network is important to this kind of approaches; nevertheless, it is hard for consortiums to have a real work task division and a strong participation of all the partnership elements.
- Difficulties in mobilization and engagement of employers.

### 10.2. Resources

- Interventions sustainability, primarily of community-based approaches. Most of the projects are financed by grants and cannot subsist after the contracted period. This factor undermines interventions long lasting effects, compromise evaluation processes and makes it difficult for young people to trust and rely on this kind of punctual support.
- Community based-approaches take a long time and a lot of resources to be implemented.
- Community based-approaches found difficulties in project's launching related to the lack of resources. There is a lot of technical staff instability, job rotation, low wages and lack of quality of many infrastructures used for the projects activities.

### 10.3. Target group

- Difficulties in youth mobility (e.g. from their homes to projects' spaces or to national events) and struggles in public transportation network, mainly in isolated areas (reinforcing social segregation).
- Young people identification and mobilization for more formal learning experiences, especially in low-populated territories.



- Target-group motivation and capacity of commitment of young people in terms of activities participation, implying a constant effort by local entities to engage in motivational actions. This bottleneck was also point out by projects in which activities participation was flexible.
- Community-based entrepreneurship projects identify a deviation from the initial entrepreneurs' goals along the process.
- Discredit of traditional/formal measures targeting employment among young people.

#### **10.4. Project activities and methodology**

- Difficulties in the design and implementation of appealing and innovative activities targeting NEETs.
- Need for a more participative and co-constructed intervention, involving NEETs in the early stages, namely in activities design, planning and intervention methodology.
- Projects capacity to communicate their activities in an appealing way for young people.
- Time elapsed between request and admission of young people's internships also represents a struggle for projects that involve this strategy.
- Need for a more qualitative and flexible evaluation of projects targeting NEETs to better translate all "the invisible work" that it's done in these projects.
- More opportunities for youth workers' networking, learning networks and more training investment.



## 11. Main recommendations given in the literature to improve conditions for community-based approaches and work-based learning approaches

In practices identification some factors were identified as positive contributors to project's success such as:

- 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" (Programa Escolhas Project);
- 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 reporting.

The Working Group on Vocational Education and Training has developed 20 guiding principles on how to create and support high-performance apprenticeships and work-based learning. These guiding principles address four key challenges in offering apprenticeships, namely national governance and social partners' involvement, support for companies, in particular SMEs, offering apprenticeships, attractiveness of apprenticeships and improved career guidance, as well as quality assurance in work-based learning.

Representatives of EU Member States, EFTA countries, Candidate Countries as well as EU Social Partner and VET Provider organisations, CEDEFOP and European Training Foundation (ETF) participated in the Working Group, which was chaired by the Commission.



## High-performance apprenticeships & work-based learning: 20 guiding principles

<p><b>National governance and social partners' involvement –</b></p>	<ul style="list-style-type: none"> <li>– <b>Principle 1:</b> A clear and consistent legal framework enabling apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities</li> <li>– <b>Principle 2:</b> A structured, continuous dialogue between all apprenticeship partners including a transparent way of coordination and decision-making</li> <li>– <b>Principle 3:</b> Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation</li> <li>– <b>Principle 4:</b> Systematic cooperation between VET school or training centres and companies</li> <li>– <b>Principle 5:</b> Sharing costs and benefits to the mutual advantage of companies, VET providers and learners</li> </ul>
<p><b>Support for companies, in particular SMEs, offering apprenticeships</b></p>	<ul style="list-style-type: none"> <li>– <b>Principle 6:</b> Supporting measures that make apprenticeships more attractive and accessible to SMEs</li> <li>– <b>Principle 7:</b> Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices</li> <li>– <b>Principle 8:</b> Focusing on companies having no experience with apprentices</li> <li>– <b>Principle 9:</b> Supporting companies providing apprenticeships for disadvantaged learners</li> <li>– <b>Principle 10:</b> Motivating and supporting companies to assign qualified trainers and tutors</li> </ul>
<p><b>Attractiveness of apprenticeships and improved career guidance</b></p>	<ul style="list-style-type: none"> <li>– <b>Principle 11:</b> Promoting the permeability between VET and other educational and career pathways</li> <li>– <b>Principle 12:</b> Improving the image of vet and apprenticeships by promoting excellence</li> <li>– <b>Principle 13:</b> Career guidance to empower young people to make well-founded choices</li> <li>– <b>Principle 14:</b> Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers</li> <li>– <b>Principle 15:</b> Promoting the attractiveness of vet and apprenticeships through a broad range of awareness-raising activities</li> </ul>
<p><b>Quality assurance in work-based learning</b></p>	<ul style="list-style-type: none"> <li>– <b>Principle 16:</b> Providing a clear framework for quality assurance of apprenticeship at system, provider and company level ensuring systematic feedback</li> <li>– <b>Principle 17:</b> Ensuring the content of VET programmes is responsive to changing skill needs in companies and the society</li> <li>– <b>Principle 18:</b> Fostering mutual trust and respect through regular cooperation between the apprenticeship partners</li> <li>– <b>Principle 19:</b> Ensuring fair, valid, and authentic assessment of learning outcomes</li> <li>– <b>Principle 20:</b> Supporting the continuous professional development of in-company trainers and improving their working conditions</li> </ul>





## 1. National governance and social partners' involvement

Governments should provide a clear and consistent **legal framework enabling apprenticeship partners to act effectively with mutual rights and responsibilities (1)**. The “apprenticeship partners” are the apprentice, the training company and the VET school or training centre. The legal framework should recognise the status of the apprentice as a learner and ensure his/her right to high-quality training that develops strong, transferable skills.

To be effective, legislation should safeguard the rights and responsibilities of the main partners (VET providers, employers, apprentices and social partners), while duly involving employer and employee representatives in questions of apprenticeship content, assessment and certification.

National governance should facilitate a structured continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making (2).

Attention should also be given to strengthening the **role of the social partners by capacity building, assuming ownership and taking on responsibility for implementation (3)**. The commitment of the social partners is an important component of a successful apprenticeship system. The social partners can for instance ensure that apprenticeship programmes are high performing and that they are regularly reviewed to meet the needs of the labour market.

Furthermore, good-quality apprenticeships require promotion of **systematic cooperation between VET schools or training centres and companies (4)**. In particular, SMEs with limited administrative resources may benefit from such continuous cooperation and support provided through business-education partnerships at the local level.

## 2. Support for companies, in particular SMEs, offering more apprenticeships for young people after their reintegration in the education and training system

A clear and consistent legal framework is an important precondition but may not be sufficient to motivate companies to take on apprentices. Many companies, SMEs, still regard it as a burden to take on apprentices because of the administrative costs involved in appointing trainers for apprentices, cooperating with VET schools, and so on. Therefore, **support measures that make apprenticeships more attractive and accessible to SMEs (6)** may be needed to motivate companies to take on apprentices.

In order to ensure the employability of young people the content and provision of apprenticeships should be updated continuously to labour market needs while still respecting the skill needs of the individual training company. This requires **finding the right balance**



between the specific skill needs of training companies and the employability of apprentices (7).

It is important to **focus on companies with no prior experience with apprentices (8)** that may need both financial and non-financial support measures. VET including apprenticeships can also play an important role regarding the social inclusion of disadvantaged young people who are often not in employment, education or training. However, this may imply extra costs for the companies providing such apprenticeships placements. Consequently, it may be important to **support companies that provide apprenticeships for disadvantaged learners (9)**.

### 3. Attractiveness of apprenticeships and improved career guidance

Promoting apprenticeships not only depends on motivating companies, but also on young, potential learners and their parents finding VET, including apprenticeships, attractive compared to other educational paths. It is important that VET is not perceived as a 'dead-end' that makes it difficult to move to other educational or career paths. Therefore, it is important to **promote permeability between VET and other educational and career pathways (11)**. For instance, permeability can be enhanced by giving VET graduates formal access to higher education, creating bridging programmes, and/or integrating transversal skills at all levels of VET.

**Career guidance that empowers young people to make well-founded choices (13)** is an important element in relation to helping young people in the transition from school to work. Career guidance is a continuous process, which can start at an early stage in primary school and may continue as young people mature and make their choices on educational paths and careers. To ensure that guidance is accessible to young people, a good solution could be to adopt a multi-channel approach that combines personal face-to-face guidance with other modes of delivery such as the internet, hotlines, etc.

Whether young people find learning attractive and complete their education also depends on their relationship with VET teachers and trainers and on their competences. To **enhance the attractiveness of apprenticeships by raising the quality of VET teachers (14)**, it may therefore be important to continually update the vocational and pedagogical skills of VET teachers and trainers. In addition, cooperation between schools and enterprises is important to ensure good-quality apprenticeships and improve teachers' knowledge of current work practices and trainers – of pedagogics and didactics.

Improving the attractiveness of VET including apprenticeships also requires influencing the mind-set of young people and their parents who may have outdated ideas about VET. Influencing such ideas requires **promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities (15)**. Awareness-raising activities such as work 'tasters' and job shadowing can help young people to make well-founded choices on education and career. At the same time, awareness-raising activities can combat prevailing



stereotypes and prejudices about VET and apprenticeships. To be effective, awareness-raising activities should be launched at both the national and sector levels and involve the social partners.

#### 4. Quality assurance in work-based learning

Quality assurance in VET has been in focus in European cooperation for more than a decade. Recently, the quality of work-based learning has also been brought into focus. Work-based learning requires **a clear framework for quality assurance of apprenticeship at the system, provider and company levels ensuring systematic feedback (16)**. Conditions for quality assurance of apprenticeships should be agreed upon at all levels (policy makers, industry, VET providers) and clear roles and responsibilities for the various partners as well as mechanisms for cooperation should be defined. However, the existence of legal and formal arrangements alone cannot guarantee quality in work-based learning.

A key issue is that systems and institutions should be able to accommodate change. Governance should institute mechanisms **ensuring that the content of VET programmes is responsive to changing skill needs in companies and the society (17)**. This may call for a systematic, evidence-based VET policy approach with regular forecasts of skill needs and evaluations of VET reforms and pilot projects.

Quality also requires **fostering mutual trust and respect through regular cooperation between apprenticeship partners at all levels (18)**. At the local level, for example, cooperation can involve final examinations of apprentices jointly conducted by in-company trainers, teachers and representatives from the professional community to ensure coherence between school and company training. At the national level, it may involve dialogue between the involved public authorities.

**Ensuring a fair, valid and authentic assessment of learning outcomes (19)** is an important element of quality assurance of work-based learning. As learning may take place in different learning environments, learning outcomes should serve as a common reference point for assessment. Furthermore, assessment should take place in a business *12* or business-like context to be as realistic as possible. The qualifications and training of assessors is also an important aspect when ensuring the quality of assessment.

To ensure the quality of in-company training it is important to **support the continuous professional development of in-company trainers and improve their work conditions (20)**. National recognition of trainer qualifications should be encouraged. However, a high degree of regulation of in-company trainers should be avoided as this may discourage skilled workers from becoming in-company trainers.



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## 13. Annex 1: Collection of good practices

### Practice 1



**Name:** RedeCool – Redes Colaborativas para o Emprego Local Jovem



**Target:** Young people under 30 years old:

- Unemployed
- Who left school
- Students
- At risk of poverty and exclusion



**Coordinator Organization:** Animar

<https://www.animar-dl.pt/>



**Stakeholders involved:**

- Castelo Branco - Ecogerminar
- Viana do Castelo/Porto - ADLML
- Lousã - ADSCCL
- Redondo/Reguengos de Monsaraz/Évora - Aliende
- S. Miguel/Açores - Cresaçor
- Lisboa - Micre



**Duration:** November 2014 to March 2016



**Place(s) of implementation:** North, Centre, Lisbon and Azores Regions



**Goals**

*General:* Promote a collaborative way of action, organized by local/regional's networks to enhance youth inclusion and employability.



## *Specific:*

- Use collaborative network methodology for youth local employment and processes of training-action;
- Enhance entrepreneurship skills in 180 young people (including employability skills);
- Involve 300 young people in territorial animation processes directed to social inclusion, civic participation and experience sharing;
- Create and systematize informative tools and make it available in ZOOM platform.



**Funding:** EEA Grants – Fundação Calouste Gulbenkian.



## **Short description:**

In this project young people can develop their employability skills, entrepreneurship skills, citizenship and gender equity, cooperativism and networking.

RedeCool implied the existence of local facilitators – 6 local social development entities with the knowledge of key-actors and youth needed resources, so they did not have to leave their natural territory.



## **Methodologies used:**

- Coaching
- Training
- Consultancy
- Collaborative network methodology



## **Results / evaluation (2015):**

- 180 young people participated
- 3480 training hours (1080 on soft skills development)



**Is this practice/project a work-based approach?** Yes



**Is this practice/project a community-based approach?** Yes

## Practice 2



**Name:** Social Angels



**Target:** Unemployed young people



**Coordinator Organization:** Sol do Ave

<http://www.soldoave.pt/jupgrade/index.php?lang=pt>



**Stakeholders involved:** Município Póvoa do Lanhoso



**Duration:** October 2014 – March 2016 (18 months)



**Place(s) of implementation:** Póvoa do Lanhoso (North of Portugal)



### Goals

- Attract territory entrepreneurship and innovation spirit through entrepreneurship community creation with the participation of multiple agents in the construction of youth employability;
- Involve 50 young people in a collective and participated entrepreneurship projects construction – representing their professional goals;
- Train 50 young people in employability and civil society contents.



**Funding:** EEA Grants – Fundação Calouste Gulbenkian.



### Short description

Action components:

**Entrepreneurship shock:** multiple agent's mobilization to create an entrepreneurship network.

**Diamonds identification and polishing:** idea identification, polishing and transformation into an entrepreneurship project.

**Collaborative Chemistry:** projects consolidation through incubation and collaborative



networks between entrepreneurs.

**Evaluation and Good Practices Guide:** external evaluation and creation of a good practices manual.



#### **Methodologies used:**

- Community network
- On-site training



#### **Results / evaluation (2015):**

- 14 institutional agents involved
- 21 companies
- 107 young people participated
- 28 entrepreneurs
- 9 companies created/growth
- 2 reconfigured ideas
- 13 expressions of interest in investing in the Entrepreneurship community



**Is this practice/project a work-based approach? Yes**



**Is this practice/project a community-based approach? Yes**

## Practice 3



**Name:** ORIENTA.TE E6G



**Target:** young people from 14 to 30 years old

*Type of NEET:* open to learning, sustained and undecided (with different activities to each type)



**Coordinator Organization:** TESE – Associação para o Desenvolvimento

[www.tese.org.pt](http://www.tese.org.pt)



**Stakeholders involved:**

Municipal Council of Cascais

Council Parish of S. Domingos de Rana

Group of Schools Matilde Rosa Araújo

Group of Schools Frei Gonçalo de Azevedo

Recreational Estudantina of S. Domingos de Rana

Commission for the Protection of Children and Young People

Rota Jovem

Kutuca – Youth association

Ideias Oblíquas – Association



**Duration:** 01-03-2016 to 31-12-2018 (first edition started in 2008)



**Place(s) of implementation:** São Domingos de Rana – Cascais



**Goals:**

The goal of ORIENTA.TE E6G is to empower young people towards decision making and action, aiming at a sustainable socio-professional inclusion.

It stands as an integrated solution to promote equal opportunities and social cohesion by generating new responses to the needs identified by young people living in S. Domingos



de Rana (a Portuguese parish nearby Lisbon with about 6,000 young residents), partner organizations and local institutions.

Youth unemployment, low expectations regarding the future, low education, poor involvement of their families and poor motivation for participating in voluntary activities are the problems which the project aims to address, having as specific objectives:

- Support the definition and implementation of life goals of participants (200 year 1, 250 year 3);
- Involve project participants in strengthening their families, educational and professional networks (80 year 1, 100 year 3);
- Involve participants in positive attachment dynamics in the community (250 year 1, 300 year 3).



**Funding:** Programa Escolhas – ACM (Alto Comissariado para as Migrações) and Câmara Municipal de Cascais (Cascais Municipal Council)



### Short description

Through an individualized monitoring (Descobre.te), integrating coaching's methodologies, young people take the leading role in defining and achieving their life's goals, developing skills that increase their employability, as well as the ability to deal with issues that serve as obstacles to the achievement of their goals (e.g. mediation services) (OE 1.1). There is an investment focused on training for employability; taking advantage of the group's potential for the training of these skills (e.g. interview training, Valoriza.te). At the same time IT skills are considered to be determinant in the achievement of life projects due to the mainstreaming of its implementation (Tecl@.TE), by increasing access and ability to respond to job offers (@CtiVa.te) and inclusion of resources technically innovative for the realization of their projects (Film@.TE). Mexe.te activity contributes to participants' mobilization and assiduity in the project, also allowing the identification/use/disclosure of local and external expertise through the creation of a talent pool. The resulting products will be marketed (Abota.te) and the profits managed by the project participants as an investment fund to support the implementation of life projects (current management held at the Youth Assembly). Also, participants intend to co-manage lounge spaces and free internet access (Chill.Out), fulfilling their needs. This initiative of addressing individual needs as a group will be enhanced by the ability to identify and take action on issues to improve the surroundings (Envolve.te). Project participants also intend to share the processes and results achieved both in schools (Partilha.te) as in other local organizations (Pop.Up) transforming continuously their image in the community (OE 1.3). Given that beyond community involvement so does



family involvement strengthen expectations over the life projects of young people, there will be an investment in an individualized follow-up to their families (Em.Família). The social capital of participants will also be strengthened with increased educational (Desenvolve.te) and professional development opportunities, through vocational experimentation (Experimenta.te), contact with companies (JobTour) and mentors (Liga.te) (OE 1.2).



#### **Methodologies used:**

- Coaching
- Mentoring
- Skills development through training
- Vocational experimentation



#### **Results / evaluation (2017):**

- 600 participants
- 146 participants supported in the definition and achieving of their life's project
- 90 participants with their familiar, educational and professional networks reinforced
- 37% participants integrated in education, training or labour market, after their participation in the project



**Is this practice/project a work-based approach? Yes**



**Is this practice/project a community-based approach? Yes**

## Practice 4



**Name:** Escola Segunda Oportunidade (“Second Chance School”)



**Target:** Young people from 15 to 25,

Residents in Matosinhos and other councils of Grande Porto that have left school, with low levels of education and vulnerable to social exclusion.

Referred by Child Protection Services, Justice Services or other entities that work in the field of youth.

Social mediation workers are involved in the contacts with young people, their families and others from their social context and work to motivate young people to return to training/education.

Young people’s recruitment is done by interview.



**Coordinator Organization:** AE2O – Associação para a Educação de Segunda Oportunidade

<http://www.segundaoportunidade.com/>



**Stakeholders involved:**

- Câmara Municipal de Matosinhos (Matosinhos City Council)
- Ministério da Educação (Ministry of Education)

*Other agents involved:*

- IEFP (Portuguese public employment services)
- Local schools
- Centros Qualifica (Qualification Centers)
- Centros de saúde (Health centers)
- Sistema de Proteção de Crianças e Jovens (Child and Youth Protection Services)
- Serviços da segurança social (Social welfare services)
- Rede Social Local (Local social network)



**Duration:** 2008 – till now



**Place(s) of implementation:** Metropolitan Area of Porto







**Goal:** to be an alternative path to traditional education in a specific response to school drop-out and low levels of education in young people.



**Funding:** Stakeholders



### Short description

This project corresponds to the Portuguese representation in the European network 2<sup>nd</sup> Chance Schools (E2C-Europe) and offers a new training opportunity to young people, encouraging their potential development.

It is a transition response that precedes labour market or formal education integration.

This “school” aims to promote personal development, inverting possible paths in direction to social exclusion. The intervention areas are: family integration, health, economic sustainability, housing, drug abuse, justice related issues, employment and training.

It is an integrated socio-educational response. The school doesn't impose a curricula; the target is to seek everybody's talent.

It exists in an ecosystem of other articulated actions and political, social and educational measures.



### Methodologies used:

- Motivational support
- Tailored approach
- Social mediation professionals to contact the potential participants and their families, the goal being to motivate them to re-enter in an educational path
- Participants are selected through interview
- Training program which combines skills development with work-based learning strategies
- Network



### Results / evaluation:

According Matosinhos City Council (2017):

[http://www.cm-matosinhos.pt/frontoffice/pages/242?news\\_id=4761](http://www.cm-matosinhos.pt/frontoffice/pages/242?news_id=4761)



- 90 students in 2017
- 90% of young people integrate training or jobs after they finished the Second Chance School training/program

Their work was already recognized by CEDEFOP – European Centre for Development of Vocational Training – being named one of the 44 good practices in Good European Practices Guide for Vocational Training as a response to early school drop-out. In 2017, this initiative also won the Portuguese Prize António Manuel da Mota.



**Is this practice/project a work-based approach? Yes**



**Is this practice/project a community-based approach? Yes**



## Practice 5



**Name:** Idearia



**Target:** Unemployed or vulnerable young people from 18 to 30 years old



**Coordinator Organization:** CooLabora - Intervenção Social

<http://www.coolabora.pt/index.php>



**Stakeholders involved:**

- Município da Covilhã (Covilhã Municipal Council)
- Teatro das Beiras (Beiras Theatre)
- Universidade da Beira Interior (Beira Interior University)



**Duration:** October 2014 to April 2016



**Place(s) of implementation:** Covilhã



**Goals:**

Main goal: Promote youth inclusion and employability.

Develop a support unit able to facilitate labour market access through:

- soft skills development;
- business creation skills;
- entrepreneurship training;
- experimental activities that combine art, innovation and social entrepreneurship.



**Funding:** EEA Grants – Fundação Calouste Gulbenkian



**Short description**

Two itineraries were implemented with 7 month each. Each participant can choose the activities that he/she wants.

## Activities:

- “Creative Lab”: video, photography, cinema, theatre, plastic expression workshops;
- “Entrepreneurship Lab”: form ideation to project construction, business plan and testing;
- “Experimental Lab”: co-work space, traineeship, mentoring and networking;
- “Youth Assemblies”;
- “Territorial network for youth employment”.



## Methodologies used:

- Skills enhancement through training
- Mentoring
- Traineeships



## Results / evaluation:

- About 200 young people as participants
- Skills and management tools development that enable young people to better understand the problems and identify solutions
- 15 business ideas developed
- 8 business plans
- Social Entrepreneurship Guide produced

Idearia is now a reference site and the space is used for GEPE groups, animal protection group, etc.



**Is this practice/project a work-based approach? Yes**



**Is this practice/project a community-based approach? Yes**

## Practice 6



**Name:** Realizar o Potencial Jovem



**Target:** 100 young people from “Alto Minho” and “Ave” regions (North of Portugal)



**Coordinator Organization:** Associação Juvenil de Deão – AJD and Associação Juvenil YUPI

<https://www.yupi.pt/>

<http://associacaodeao.wixsite.com/ajdeao>



**Stakeholders involved:** no indication



**Duration:** 2016-2017

**Place(s) of implementation:**



- Viana do Castelo
- Vila Nova de Famalicão



**Goals:**

Intensive capacitation on youth support existing programs related to volunteering, employability, habitation, entrepreneurship and international mobility.

Specific goals:

- Inform young people and youth workers on existing support programs for personal and professional achievement;
- Identify improvement areas and generate new ideas related to those different support programs using young people and youth workers auscultation;
- Influence local and national decision-making processes related to those programs, so they can respond to youth real and current needs.



**Funding:** Erasmus + - Key Action 3 – structured dialogue





## Short description

Training sessions to 100 young people

With Deão and YUPI's support, those 100 young people multiplied those actions in Viana do Castelo and Vila Nova de Famalicão schools, reaching 400 young people from Alto Minho and Ave Regions.



## Methodologies used:

- PEER-to-PEER learning
- Non-formal education



## Results / evaluation:

- 100 young people used as action multiplier
- More 400 young people were more informed for their life projects construction
- 377 associations' leader and young people integrated the auscultation process
- Auscultation report delivered to policy agents in October 2017 in a public ceremony
- Project distinguished by Erasmus+ as one of the most inspiring 2017 Erasmus+ projects



Is this practice/project a work-based approach? No



Is this practice/project a community-based approach? Yes



## 14. Annex 2: Project examples funded by Programa Escolhas

### Example 1



**Name:** Claquete – E6G



**Target:**

Children and young people from 10 to 24 years old

The project aims to reach 50 direct participants, 150 indirect participants and 30 families



**Coordinator Organization:** Raízes - Raízes - Associação de Apoio à Criança e ao Jovem



**Stakeholders involved:**

- Congregação Nossa Senhora da Caridade e do Bom Pastor
- Agrupamento de Escolas Pintor Almada Negreiros
- Ghetto Class Studios, LDA
- Associação Juvenil TDK
- Comissão de Protecção de Crianças e Jovens – Lisboa Norte
- Instituto Português do Desporto e da Juventude
- Gebalis
- Casa Pia de Lisboa
- Freguesia de Santa Clara



**Duration:** January 2013 until now



**Place(s) of implementation:** Freguesia de Santa Clara – Alta de Lisboa



**Goals:**

The main goal is to promote school inclusion, employability and youth empowerment:

- Promote educational success;
- Promote an active citizenship and community activities;
- ICT skills development.





**Funding:** Programa Escolhas – Alto Comissariado para as Migrações



### Short description

- Create a youth video production company where children and young people can help to develop short-films, documentaries, video clips, photo stories and other multimedia products as pedagogical tools to social inclusion through art;
- Community activities planned and organized by participants;
- “Return to school” activity: young people who drop-out of school are identified and encourage to re-engage in their educational path;
- Workshop on ICT skills.



### Methodologies used:

- Non-formal education (eg. employability skills)
- Workshops
- Psychosocial support



**Results / evaluation:** Not available



**Is this practice/project a work-based approach?** Yes



**Is this practice/project a community-based approach?** Yes



## Example 2



**Name:** Desafios E6G



**Target:** Children and young people



**Coordinator Organization:** Casa Seis - Associação para o Desenvolvimento Comunitário



**Stakeholders involved:**

- Câmara Municipal de Sintra
- Junta de Freguesia Aqualva Mira Sintra
- Agrupamento de Escolas de Aqualva Mira Sintra
- CPCJ de Sintra Oriental
- C.E.C.D.de Mira Sintra
- Resiquimica
- AESintra



**Duration:** from 01-03-2016 until now



**Place(s) of implementation:** Aqualva and Mira-Sintra Portugal



**Goals:**

Promoting social inclusion of children and young people by the development of personal and social skills.

Specific goals:

- Promoting scholar success;
- Enhancing digital skills;
- Developing children and young people proactivity and empowerment.



**Funding:** Programa Escolhas – Alto Comissariado para as Migrações





## Short description

- Practices presented in Unexpressed Talent seminar;
- Festival “Marca Jovem”: showroom for young people express their talents and other can learn from them;
- PortEmprego: training session on employability skills.



## Methodologies used:

- Non-formal education



**Results / evaluation:** Not available



**Is this practice/project a work-based approach?** No



**Is this practice/project a community-based approach?** Yes



## Example 3



**Name:** Take It E6G (Talent, Arte, Kriativity and Entrepreneurship)



**Target:** Young people from 18 to 30 years old



**Coordinator Organization:** Câmara Municipal de Cascais (Cascais Municipal Council)



**Stakeholders involved:**

- Ideias Oblíquas (Managing partner)
- Fundação O Século
- Centro Paroquial do Estoril
- Agrupamento de Escolas São João do Estoril
- Agrupamento de Escolas da Alapraia
- Agrupamento de Escolas da Cidadela
- CPCJ de Cascais
- Clube Gaivotas da Torre
- Associação Juvenil da linha de Cascais – Rota Jovem
- TESE – Associação para o Desenvolvimento
- União de Freguesias de Cascais Estoril



**Duration:** from 01-03-2016 until now (first edition started in 2013)



**Place(s) of implementation:** São João do Estoril e Cascais



**Goal:** The project's goal is to optimize endogenous resources from Galiza and Torre areas



**Funding:** Programa Escolhas – Alto Comissariado para as Migrações



**Short description**

Take.IT project has a place dedicated to youth in each territory which is promoted by the project team and a young facilitator from that specific area. The project allows to enhance youth people skills – such as leadership and employability skills. This work is

done through training actions.

All intervention is based in the belief that everybody has a talent but we need the opportunity and the context so that we can identify it.



#### **Methodologies used:**

- Training sessions on skills development
- Urban Art
- Workshops on dance, story-telling, theatre, etc



**Results / evaluation:** Not available



**Is this practice/project a work-based approach?** Yes



**Is this practice/project a community-based approach?** Yes



## Example 4



**Name:** Trapolim E6 G



**Target:** Young people from 6 to 30 years old (175 participants estimated)



**Coordinator Organization:** CASPAE - IPSS



**Stakeholders involved:**

- Câmara Municipal de Coimbra (promotor)
- CPCJ de Coimbra
- IPDJ, I.P.
- Agrupamento de Escolas Rainha Santa Isabel
- Agrupamento de Escolas Coimbra Centro
- União de Freguesias Eiras e S. Paulo de Frades
- Inovinter
- Cearte
- Cáritas Diocesana de Coimbra



**Duration:** 2004 until now



**Place(s) of implementation:** Planalto do Ingote (Bairros da Rosa e Ingote) e Centro de Estágio Habitacional – Coimbra



**Goal:** The main goal is to promote social inclusion and equal opportunities.



**Funding:** Programa Escolhas – Alto Comissariado para as Migrações



**Short description**

In the 2016/2017 edition, foreseen 17 activities in 3 areas:

- Education and Training;
- Digital Inclusion;
- Capacitation and Entrepreneurship.



They include:

- Individual pedagogic support;
- Training and professional qualifications services;
- Familiar mediation;
- Performing arts;
- Sport activities;
- ICT training;
- Trampoline TV/radio creation;
- Employability skills development through training sessions;
- Field activities.



**Methodologies used:** Learning by doing



**Results / evaluation:** Not available



**Is this practice/project a work-based approach?** Yes



**Is this practice/project a community-based approach?** Yes



## 15. Annex 3: Redemprega Lisboa



**Name:** “RedEmprega Lisboa”



**Target:** Population in general of 18 years of age



**Coordinator:** Câmara Municipal de Lisboa



**Stakeholders involved:**

Project is promoted by the Câmara Municipal de Lisboa in partnership with the Aga Khan Foundation and the Associação Portuguesa de Emprego Apoiado.

Currently there are seven networks in the city, covering 16 parishes, involving more than 100 local partners with 49 front-offices and more than 120 technicians involved.



**Duration:**

Started in October 2016 to date



**Local(s) of implementation:** Lisbon City



**Goals:**

Promoting employability by articulating strategies, organizing and supporting activities that increase employability skills.



**Financed by:**

Câmara Municipal de Lisboa



## Short description:

- . To reinforce the individual and social competences facilitating the insertion in the labour market;
- . To enhance and to value the profile of professional competences;
- . To increase proximity between the working age population and the employers' agents replicating networks for employability.



## Methodology:

The methodological option was based on:

- Networking based on territorial dynamics and;
- Using the methodology of Employment Supported in the various phases: before, during and post-employment.



## Results / evaluation:

- . Improved articulation in the responses that the various entities offer to the community
- . Vocational training adapted to the profile of the unemployed or to the needs of employers
- . Identification and mobilization of the various companies present in each territory



**Is this practice/project a work-based approach? Yes**



**Is this practice/project a community-based approach? Yes**