

Project

ComNetNEET “Community Networking for
Integration of Young People in NEET
Situation”



NEETS*in*ACTION



Community Networking for NEET Integration: Towards a Common European Model: Guidelines for Practice and Recommendations for Policy

O1-A4 Synthesis Report Coordinator: ISOB GmbH



Co-funded by the
Erasmus+ Programme
of the European Union

Title

O1-A4 Synthesis Report: Community Networking for NEET Integration: Towards a Common European Model: Guidelines for Practice and Recommendations for Policy
V 4

Edition

Institut für sozialwissenschaftliche Beratung GmbH

Authors

Alexander Krauß, ISOB GmbH
Gerhard Stark, ISOB GmbH
Rebecca Weidenhiller, ISOB GmbH

Place of Edition

Regensburg, DE

Date of Edition

June 2018, updated November 2018



Contents

1. Introduction and methodology	3
2. Overview of situation of NEETs in partner countries:.....	5
2.1. How big is the problem? Main groups/typology of youth affected.....	5
2.2. “General philosophy” of main current approaches to mitigate the problem in the partner countries	11
2.3. Involvement of stakeholders (social partners, state agencies, NGOs)	11
2.4. Main strengths/weaknesses/opportunities of NEET policies and main proposals of relevant groups to change these policies	12
3. Results of the overview of good practices to intervene in the NEET situation on a community level	14
4. Outreach strategies to harder to reach groups within the target group in partner countries ..	16
5. Bottlenecks for effective intervention in partner countries	17
6. The role of work-based approaches and social integration measures	19
7. Conclusion: principles of intervention: criteria for good practice	21
8. Common principles of good practices of intervention.....	33
9. Good practices which contribute to social integration, insertion and overall coordination ...	37
9.1. Engaging	39
9.2. Orienting and stabilising.....	42
9.3. Inserting	47
9.4. Institutional cooperation and coordination.....	51
10. Recommendations.....	55
Bibliography	66
Annex: Good practices mentioned in the report	77
GP DE 7 – Outreach to hard-to-reach NEET youth.....	77
GP DE 3 – Work-based transition to training/apprenticeship	78
GP DE 5 – Regional coordination example: integration of young refugees.....	79
GP ES 1 – Insertion: Youth in the Wave	81
GP ES 2 – Insertion: Live, Learn and Start	82
GP ES 3 – Choose Your Future (Orientation).....	83
GP IT 3 – FUORI SCUOLA – Re-integrating school dropouts	84
GP IT 6 – NEET@Work – Promoting self-entrepreneurship.....	86
GP PT 1 - Orienta-te.....	90
GP PT 2 – Idearia	92
GP PT 3 - Realizing Youth Potential.....	94
GP UK 1 – Ealing Pathway Programme	95
GP UK 4 - Prince’s Trust 12-week Team Programme	97
GP UK 6 - The Academy Programme.....	98



1. Introduction and methodology

This Intellectual Output (IO) 1 of the Erasmus+ project “ComNetNeet” aims to identify the state of the art of good practices of social inclusion (through work-based learning strategies) targeted at young people in a NEET situation in the partners’ countries (PT, ES, IT, UK and DE) in order to prepare the development of a model of better intervention based on this state of the art.

The project aims at integrating young people who are currently NEET (i.e., in a NEET situation) by helping them to overcome the main obstacles from a social inclusion perspective. The “council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people” recommends an increased focus on the social inclusion, health and well-being of young people.

The IO identifies and synthesizes relevant insights from EU and national literature and good practices in partner countries to identify and validate good practices of relevance to the project. It synthesizes guiding principles of intervention for community and civil society mobilization in the construction of networks that facilitate the integration of NEET based on the best EU practices as a basis for further operational intervention; it includes recommendations for shaping policies on borough/district, municipal, regional, national and EU level.

The perspective taken in the report is the perspective of expert partner organisations in the project countries, which studied the relevant national and international literature, selected the findings, reviewed and selected potential good practices and synthesized these findings on the background of their own long-term experience. The results have been reported in five in-depth partner reports, one for each of the following project partners: Portugal, Spain, United Kingdom, Italy and Germany¹ and which were elaborated along a number of guiding questions provided by the coordinating partner ISOB.

It is not the ambition of the partner reports or the synthesis report at hand to replace, duplicate, validate or even fully exploit the excellent recent discussion on the topic by leading institutions like Eurofound (Eurofound 2015, 2016, 2017) or leading academic research on the topic like the results of the Style project (www.style-research.eu), which would be by far beyond the scope of this project. The reporting in the national reports much more claims to represent the perception of the topic at hand by well-informed practitioners and gives an overview of the sources and inspiration used by them and the perception of the state of the art analysis and practice that has formed in these institutions. The intention of this exercise is quite practical: to form a model of intervention that is based on the exchange of experience and expertise among the partners as well as in recommendations for shaping interventions and policies on a regional, national and European level.

¹ Available at project website <https://neetsinaction.eu/>



The partnership explored the experience of countries with lower levels of NEET and a history of successful integration of such young people through interventions providing work-based learning experiences.

As a result of this research stakeholders in the field, policy makers and project partners will be able to:

- draw on selected good practices of the efficient and effective use of resources to deliver outreach services for NEET integration,
- be more aware of key ingredients for successful partnerships working in NEET intervention,
- be able to use experiences of fostering the integration of young people in NEET situations in the labour market,
- make better informed design decisions for models of intervention which enhance the competences of young people while addressing the barriers they encounter and
- be more aware of proven practices of work-based integration of young people in NEET situations.

This way the partnership hopes to contribute to social inclusion objectives and policies, which can be optimised through a quality-focused and evidence-informed approach which places local and regional cross-sector support networks for young people in a central stage in the design and delivery of intervention. Such approaches support young people's participation in the process, development and progression in a way which affirms their strengths, enhances resilience and competences and recognises their potential to build individual, communal and social capital.

All of the partner countries use elements of the best practices referred to here but none of them have implemented an overall system of networking to integrate young people who are NEET. The transfer potential of this research is high and relevant for stakeholders in partner countries. The content of the analysis is also useful for the design of organisational practices and policies by stakeholders other than partners.

Partners have been provided with guidelines for research which have been implemented in national reports. The first version of these reports has been reviewed and discussed among partners and a more detailed version of the reports, including a more detailed description of relevant practices, has been elaborated by each partner.

The results of this research are presented in three consecutive working papers.

The first report in the series is

“O1-A2 Identifying potential and bottlenecks of support networks for the integration of NEETs.”

The report includes a literature review. Each partner developed a literature review report which also includes an assessment from the point of view of partners' own expertise and experience.



The report is based on the national reports by the partners, as they have been available on the common project platform TRELLO in May 2018 (accessible for registered project partners). References to reports here are to these versions, which in the meantime have been partly updated.

The second report in the series is

“O1-A3 Identification of social intervention measures: Building networks of community support for NEETs: good practices from Europe.”

This report includes technical evidence and comparative tables of the situation and developments in the partner countries as well as a full portfolio of good practices, from which partners then chose the most remarkable for illustrating the overall framework.

The report at hand is “IO1-A4 Synthesis Report: Community Networking for NEET Integration: Towards a Common European Model: Guidelines for Practice and Recommendations for Policy.”

This report includes an overview of the main results of the literature review which was presented in detail in the working paper “What Kind of Support Networks Do NEETs Need? - Criteria of Good Practices - Synthesis of Partner Countries’ Reports.”² The report is based on the national reports presented by the partners in May 2018. References to reports are to these versions, which in the meantime have been partly updated.

The report at hand extends the analysis to the in-depth research by partners implemented as a consequence of the discussion of the outcomes of the first version of the national reports. It will mainly discuss the contributions made by partners on policies on social integration and coordination of social integration and professional insertion policies, mostly using community-based and work-based approaches.

Selected best practices, which represent these principles, will be analysed regarding their transferable principles of design.

The main part of the report presents as a conclusion of this research, clear principles of effective interventions and gives recommendations for shaping constructive policies on a local/regional, national and European level.

2. Overview of situation of NEETs in partner countries:

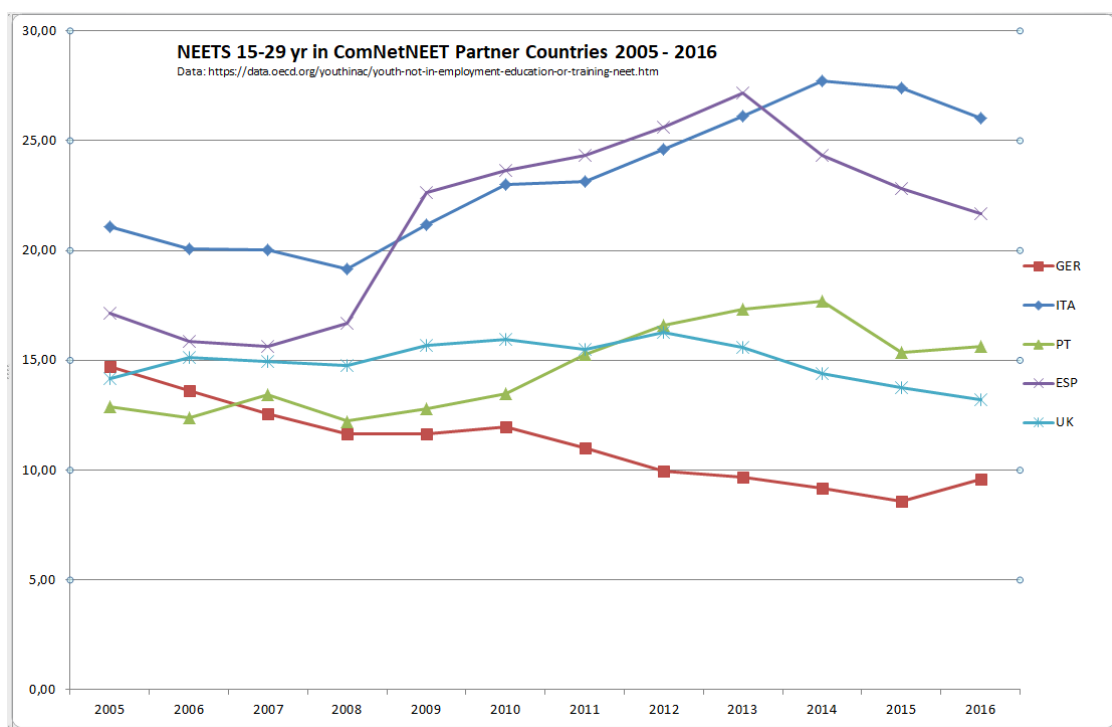
2.1. How big is the problem? Main groups/typology of youth affected

The partners were asked to analyse the quantitative situation regarding NEETs in their home countries.

² Available at project website <https://neetsinaction.eu/>

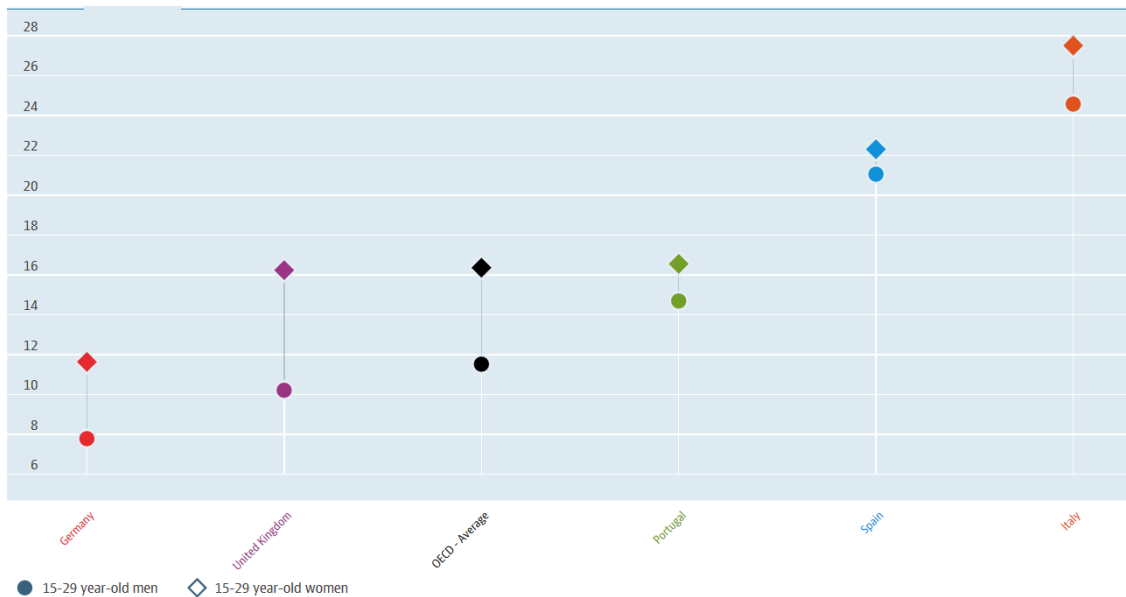


While an international overview about the data on the problem is easily accessible (e.g., OECD (2018), Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en), the partners' reports analyse the situation on the background of international and national data, the latter being often less available to the international audience. While the NEET concept has been more widely used in recent years, many countries traditionally focus more on indicators like youth employment/unemployment. To give an overall impression of the amount of young people in a NEET situation, an overview of the quantitative aspect of the problem follows.



III.: NEET Rate (15-29 yr) 2005 – 2016 OECD (2018), Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en (Accessed on 09 February 2018) own presentation





III.: NEET rate of women 15-29 yr vs. men 15-29 yr in Partner Countries 2016 (OECD (2018), Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en (Accessed on 18 April 2018)) OECD presentation

In all of the partner countries there is a quantitative and qualitatively worrisome situation of NEET youth. In DE and in the UK the quantitative problem is moderate. Relevant groups are affected by precarious working conditions and low and unstable income which will put them at risk in the long run, rather than being counted as NEET today.

While the absolute level of being NEET is lower in DE and the UK, women are more affected than men in these countries.

Young People 20-34 unemployed vs. inactive 2017 in %						
	Unemployed			Inactive		
	Men	Women	Overall	Men	Women	Overall
DE	3,9	2,5	3,2	4,3	13,4	8,7
PT	7,3	8,1	7,7	5,3	6,3	5,8
IT	12,6	11,2	11,9	11,9	23,5	17,3
ES	13,1	13,7	13,4	4,7	10,2	7,5
UK	4,2	3,0	3,6	10,1	14,7	10,1

[http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Young_people_\(aged_20%E2%80%9334\)_neither_in_employment_nor_in_education_and_training,_by_sex_and_activity_status,_2017_\(%25\).png#file](http://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Young_people_(aged_20%E2%80%9334)_neither_in_employment_nor_in_education_and_training,_by_sex_and_activity_status,_2017_(%25).png#file) Accessed 18.July 2018

When looking at the breakdown of unemployed/inactive young people (according to the EC statistics which used different age groups from the OECD) it is apparent that inactivity, particularly in young women, is a big factor not only in countries like Italy, but in fact also in Germany and the UK there are groups of young women who are inactive, which is even larger than in Portugal or Spain, where unemployment is a larger problem.

Relevant numbers of young people are at serious risk of exclusion and have lost contact to the relevant institutions in all partner counties (disenfranchised, hard-to-reach NEET).



In PT, ES and IT these groups also exist, but also highly educated, socially integrated youth are affected by an often long-term situation of being NEET, which also increases their risk of becoming permanently excluded from society, even if being in a materially bearable situation through family support and solidarity.

Risk factors which contribute to dropout, deprivation, social exclusion

In order to find appropriate points for intervention, the project is, based on the initial analysis made in the application phase, interested in consolidating the knowledge of partners about the risk factors contributing to becoming NEET in the partner countries.

In order to be able to intervene as close as possible to the root causes of problems, the partners have studied the national literature as well as institutional reporting and reflected on their own expertise and experience in order to point out the most important risk factors.

In all of the partner countries a group of “disenfranchised youth” has emerged, which can no longer be accessed by the regular institutions. In Italy a large group is described as being “demoralised.” In Spain as well as in Portugal low levels of education and a high level of school dropouts are the main risk factors, while in Germany and in the UK the fact of having been NEET is a major risk factor for staying NEET long term. The discriminatory value of being NEET is less severe in the countries in which the NEET situation is more common.³

Care responsibilities of young women are a factor in all countries.

Also in all countries, institutional setting factors are pointed out as risk factors for integration. The particular region and accessibility of institutions put some youth more at risk than others. (PT, NR, p. 7; PT, NR, p. 14 f.; IT, NR, p. 7; ES, NR, p. 11 f.; UK, NR, p. 12)

Main groups/typology of youth affected

Partners used in their research a study conducted by Spielhofer et al. (2009), which identified three subgroups of young people who are NEET with different experiences, ambitions and backgrounds. As the UK report explains, “...based on an analysis of Youth Cohort Survey data, the NEET group was broken down into those who are:

- more ‘open to learning,’
- ‘sustained NEET’ and
- ‘undecided NEET.’”

Those classified as “open to learning NEET” often have relatively minor barriers to participation and can generally be expected to re-engage in some form of education, employment or training. The “sustained NEETs” often have significant barriers to participation, low levels of attainment and are most likely to remain NEET in the medium or long-term, while the “undecided NEETs,” like the first group, “do not have significant barriers to participation,

³Cf. theories of “structuralising of unemployment, e.g. references in: <https://core.ac.uk/download/pdf/6769016.pdf>



but are characterised by very disjointed post-16 paths, with no clear direction or goals, which can lead to long periods of being NEET.” (UK, NR, p. 13)

While the youth groups “open to learning” and “disoriented” exist in all partner countries and are mostly those who are frequently enrolled in relevant measures and projects, both the UK and the DE report show that relevant hard-to-reach/sustained NEET groups have emerged.

Current standard measures and projects have, to a large extent, failed to reach out to these groups, which are described as being very heterogeneous and as being affected by a multitude of different risk factors in a more coordinated and sustained way. A more appropriate and complex approach to reach out to these groups, to orient and to stabilise them is required.

Overview of main relevant characteristics of the general education and employment system relevant for the target group of the project in the partner countries

In order to increase the mutual understanding of the partners for the legal and statutory context in which they operate, partners were asked to explain the most significant characteristics of their general education and training systems. Only based on this awareness, the transferability of innovation can be discussed.

All of the partner countries have complex and potentially very capable education systems. Some main characteristics of the education and training system are clearly different. Some of the partners have a quite comprehensive school-based system and have vastly improved the enrolment in education and the general quantitative and qualitative level of graduates in recent years. Others, like Germany, traditionally target a big part of school education at preparing students for work-based training in companies (dual system/apprenticeship training).

The role and tradition of vocational and work-based learning is very different. In all of the partner countries there is a trend towards “academisation,” as it has been recommended for a long time, e.g., by the OECD. It is reported from PT, ES and IT that vocational training tracks are less appreciated and honoured. A gap between the educational results and the education system in general and the world of work has emerged. Currently all of these countries are revaluing the vocational tracks of education and trying to expand work-based learning.

The UK is the classic case of a general skills-based education system (Trampusch/Busemaier 2012). Transfer to the world of work is based on a job ladder of growing skills and expertise while working. Also here more formal learning tracks according to defined skills modules are expanding, including apprenticeships, and various ways of alternative provisions complement the standard education system.

Germany has the “revaluing of vocational learning” in common with the other partner countries, as also here a high number of dropouts from tertiary education indicate a mismatch of individual talent and the educational pathway. The characteristics of the German dual system, company-based vocational training, strong employer engagement and expansion of



the dual principle, are much observed, but hard to copy, as they are based on a long tradition and particularities of the institutional setting and companies organisation. (DE, NR, p. 13ff.; PT, NR, p. 15ff.; IT, NR, p. 9; ES, NR, p. 13ff.; UK, NR, p. 15ff.)

Overview of the institutional framework

Next to the immediately obvious institutions such as schools, the analysis of the complex risk factors for becoming NEET point to manifold other institutions which are potentially relevant.

Youth support services, employment agencies, NGOs, youth organisations, etc. are obviously all involved in some way or the other, but the institutional mix, financial sources, structure of responsibilities and institutional philosophies and traditions clearly are all relevant when discussing current practices and potential cooperation strategies.

The “Youth Guarantee,” the coordinated European strategy to assure that each young person is offered a training opportunity, is a strong shaper of institutional engagement in PT, ES and IT. In Germany, the coordination of the three major institutions in the field of youth policies is a major point of reform (employment agencies, job centres and youth support services).

In the UK a multitude of projects, funded by diverse programmes and agencies on different levels of government, exist.

The main commonality is that there is no unified responsibility for NEET in any of the partner countries and a wide range of agencies needs to be engaged.

Frictions and additional need for action to coordinate the existing actors are reported from all partner countries.

Taking opportunity of large-scale funding programmes such as the “Youth Guarantee” can be a good opportunity for such coordination. It must be considered, however, that coordination and a re-arrangement of patterns of cooperation usually takes time and targeted efforts by all partners concerned. Only rarely will it be possible to shape new patterns of cooperation in a few months or even years, at least concerning the practical implementation and daily practice. From the partner reports as well as from the best practices described, no clear recipe for efficient cooperation is apparent.

There are examples of successful municipality, VET provider and university cooperation, of sector-wide networks and of wider, less obliging forms of networks.

Cooperation, which is mandatory for obtaining certain funding schemes, can be a motivator, as are energetic and visionary leaders and community facilitators. In some cases, resourceful and stable providers of training and youth support services can coordinate measures and a wider network of co-operators, integrating all facets into holistic problem solutions, even in the face of changing legal, institutional and financial conditions. (DE, NR, p. 32; DE, NR, p. 22ff; PT, NR, p. 28ff.; IT, NR, p. 11ff.; ES, NR, p. 22; UK, NR, p. 18ff.)



2.2. “General philosophy” of main current approaches to mitigate the problem in the partner countries

In all partner countries the overall strategy of intervention is currently changing.

While “more” education and training has been the main approach in PT, ES and IT and also partly in Germany (where the trend to “academisation” is being discussed), the risk of “over-education and under-employment” (PT, NR draft Dec 17, p. 17) now exists in all partner countries on one end of the spectrum of risks leading to becoming NEET.

On the other end of the spectrum, a segregated group of dropout youth which by all means refuse participation in traditional education and training exists. “More” traditional education clearly does not work for these and alternative forms of provision are currently being explored in all partner countries, which in the first place require finding and re-engaging these youth. Social services are more involved as an actor in NEET policy than previously.

Institutional reform in all partner countries includes:

- a greater role of work-based learning and therefore a greater role for institutions which provide such learning and/or can provide forms of alternative provision of work-based learning and
- institutions and organisations capable of reaching out to youth who are disengaged, alienated and often hard to find and even harder to engage become more important as partners of employment policies. Among these are “official” institutions like youth and social workers, but also formal and even informal youth organisations, artists, community organisers and the like. (IO1-A2, p. 32)

Projects are currently being implemented in all countries which include elements of education and training, often in innovative forms, but which predominantly try to prepare for more formal training through reaching out to youth, providing low barrier access, orienting and stabilising the situation of the youth, building confidence and motivation and reconnecting the youth. (IO1-A3, GP DE 3, DE 6, DE 8; ES 2, IT 4, IT 5, PT 1, UK 4, UK 6)

The appropriate balance of such elements and the right ways of coordination are a hot topic of reform discussion in all partner countries. Clearly the networks’ width and the number of partners involved, the focus on social partners or non-traditional groups and organisations, and clear leadership vs. more democratic decision-making are aspects which need to be considered.

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

While some of the partner countries are known for a strong engagement of the social partners in the training system, as in the case of Germany, in other countries social partners (unlike



other stakeholders such as NGOs) are not considering a strong engagement in the NEET problem.

Also the structure of provision of services is different among partners, shaped by large-scale third sector organisations and social partner organisations in the case of Germany, and a multitude of charities, private providers, social enterprises and the like in the UK.

In Portugal a multitude of stakeholders are working together to implement the Youth Guarantee, which is a main initiative in the field of youth unemployment.

2.4. Main strengths/weaknesses/opportunities of NEET policies and main proposals of relevant groups to change these policies

What do, as a starting point for the project, partners perceive as strong points of the policies on NEETs in their countries and therefore as elements from which other countries can potentially learn? Where, on the other hand, do they see weaknesses which should be mitigated by learning from existing best practices? Where the opportunities for such change and what are the risks?

Partners were therefore asked to do a simple SWOT analysis to reflect on these points in order to identify more precisely which related practices they want to present to the other partners but also what practices they are looking for.

The main points of the results follow (for a wider discussion see IO1_A 2, p. 43 ff.).

The report from **Germany** highlights that the system in Germany marks a watershed, as the “systemic shock” of migration necessitates an adaptation and intercultural opening of education and training as well as social support. The characteristics of the “dual system” (considered as the main **strength** of the German system and policy), which is based on work-based, in-company learning, as well as the current positive economy, provide good **opportunities**, but the thoroughness and speed of reform is lagging behind the needs, and therefore a wider social segregation is a real risk and the main **weakness**. Dealing with NEETs in Germany, therefore, must be discussed in the wider context of social inclusiveness in a society which currently recognises itself as a “migration society” and therefore has to adapt all of its social systems to these new realities. Inclusiveness vs. a heterogeneous audience must be conceptualised for each and every part of the system: in the case of the integration of NEETs, for each ring in the chains of education and for each step of “engaging, orienting and stabilising” currently un-integrated youth.

The report from **Spain** highlights some aspects of the implementation of the Youth Guarantee as a strength. While the dual system/apprenticeships is in its infancy (about 20,000 apprentices), the growth rate of participation is high and results are positive. Among the **weaknesses**, a low visibility of the Youth Guarantee and limited implementation capacities on the side of the public administrations are mentioned.



Italy: While not discussed by the report in a separate chapter, the information provided in other chapters gives the impression that current reform (liberalisation, responsibility in a central agency, the introduction of work-based schemes of training and cooperation) is seen as strength. An obvious **weakness** is the inability to mitigate the persistent problem of a large group of long-term NEET.

The implementation of the Youth Guarantee has a considerable impact on the way policies for the target group are being developed and implemented in **Portugal**. The use of local networks is considered a **strength** as is the wider use of work-based learning schemes, such as internships. A good selection of employment measures is available, but they are rarely used for the hard-to-reach target group of young adults with a low level of schooling. Here the lack of specifically trained staff is a bottleneck. Other **weaknesses** include, at times, a slow and bureaucratic administration which is an inhibition for companies to participate in the programmes. Also the Youth Guarantee does not finance innovative measures and includes tools which are mandatory but not functional, such as registering on a common platform. From the point of view of promoting effective local coordination, the **Programa Escolhas** is considered a **benchmark practice**.

The report from **UK** mainly highlights the lack of identifying and implementing clear mechanisms addressing the root causes of being NEET as a **weakness**. From the overall presentation in the report the system appears to be fragmented and mostly oriented to short-term impact. Other weaknesses mentioned include acceptance of low-quality employment.

Commonalities can be deduced from the reports: All of the partner countries currently face a systemic change in their education and training systems.

These changes are provoked by the persistent problem of NEET in the case of IT, ES and to a lesser degree PT, social segregation of hard-to-reach youth and those in precarious situations in the UK and the challenge of adapting the training system to the needs of a “migration society” in the case of Germany.

As a **strength**, all of the partner countries see the wide range of innovation available, in Germany mostly focused on reforming the “dual system” of apprenticeship training, in order to make it more inclusive and flexible for non-traditional groups of learners. This includes adding aspects of social support to the training arrangement.

In other countries innovation at the project level based on the “Youth Guarantee” and other schemes yielded a range of innovative and promising practices.

In all of the partner countries the expansion of more complex arrangements of work-based learning and of **work-based learning which engages companies** to a higher degree is part of the innovation regarded as being among the strengths.

Regarding the **weaknesses** a **lack of coordination** is mentioned in all of the partner countries.

Also a **lag in translating innovative good practices on the project level into better regular systems** for all is mentioned in all countries.



In many, the short-termism and the insufficient systemic consolidation of success on the individual level, but also in building of networks, are regarded as two main weaknesses in current policies.

Therefore the SWOT analysis confirms overall the initial hypothesis of the ComNetNEET project in three dimensions:

- better coordination of activities is needed,
- social aspects of assuring the holistic well-being of youth are a prerequisite for reengagement in education, training and work and
- the short-termism of projects, measures and networking efforts must be overcome.

The partners agree that this can be best done by acting on a local level following a **socio-spatial approach**. This way, the changing legal, statutory and funding policies can be cushioned by a stable network of well-connected and resourceful local partners, who are able to use different and varying (funding) opportunities in the framework of a shared and locally appropriate strategy. (DE, NR, p. 33ff.; PT, NR, p. 40ff.; IT, NR, p. 14ff.; ES, NR, p. 25ff.; UK, NR, p. 26ff.)

3. Results of the overview of good practices to intervene in the NEET situation on a community level

In all partner countries a number of initiatives exist to work with young people who are NEET. Partners agreed to identify practices which:

- work with young people who are NEET,
- involve young people aged 18-29 and
- include a work-based learning element.

Identifying good practices which can inspire the shaping of an innovative model for intervention through workplace learning and better local/regional networking is one of the key activities of the ComNetNEET project.

An overview and discussion of the selected practices can be found in IO 1_A2, p. 43. IO 1 – A 3 documents the full portfolio of good practices selected by the partners in individual project fiches.

The discussion is based on partners having selected and reported a preliminary list of potential good practices to their peers, in order to give them a first impression of what is available and regarded as good practice in their respective countries.

This selection of practices has been the basis for identifying main trends of innovation and an in-depth documentation of three good practices by each partner, which were identified as being particularly appropriate for improving the set of interventions in their own countries. These are discussed in Ch. 5 p. 19 of this report.



While the range of good practices in **Germany** is still wide, a conceptual framework along the “**chains of education**” (DE, NR, p. 28, (<https://www.bildungsketten.de/de/2805.php>) has emerged, partly inspired by large-scale federal programmes. The youth employment agencies which are currently being set up are a promising model of coordination of regional actors. The regionally diverse set-up which follows factors such as number of youth serviced, specific foci of problems, etc. allows for experimentation. A consensus has emerged that for being regarded as “good,” practices have to fit into this conceptual framework of **transition** between the stages of education and gradual **engaging, orientation and stabilisation** of youth as a prerequisite of educational success and transition to training and work. Therefore the still fragmented range of measures now at least follows some common ideas and the coordination on an institutional level is gradually improving.

For **Spain** some practices are briefly described. These include training for a high volume of applicants, entrepreneurship training for highly qualified NEET, financial support by private foundations and a preventive approach to strengthen entrepreneurial skills in students. Also a practice of refugee labour market insertion is described. (IO 1 A3, p. 53)

The **Italian** report presents a range of relevant practices which involve stakeholders as employers, but also third sector organisations. Internships and work-based learning are widely used. Elements of a “non-measure” setup are clearly visible, as some practices are fully individualised, reaching out to the NEET in a very accessible manner to find out the actual needs and best ways of social integration and educational and skill building activities. (IO 1 A3, p. 53)

The **Portuguese** report describes an impressive range of practices which can be regarded as particularly innovative. One of them has been awarded the “inspiring project” prize of Erasmus+ (cf. PT BP 3 in the annex to this report). The projects mainly rely on a non-traditional approach to reach out to youth and build competencies through artistic and cultural work in their community, thus building their social network, human capital, entrepreneurial initiative and competence to orient themselves in the educational and employment system but also to develop their own initiative if there is no access to traditional employment. All of the practices rely on local/regional cooperation, involving a range of stakeholders, but with a clear coordination.

Regarding the good practices reported from the **United Kingdom**, from an international perspective the short duration of the programmes is remarkable. All include internships of various lengths. The “Spear Programme” of the Resurgo charitable trust organisation is remarkable for its ongoing support even after insertion to training or employment, while the “Academy Programme” has a holistic view on skills as it also promotes general fitness and self-esteem through sport.

While it is exactly the point of this chapter to present a range of individual potential good practices, some **common aspects** are visible among these.

All countries present practices which go beyond traditional education and training. Most practices try to introduce non-traditional settings, in particular work-based settings, engage



new types of actors and also aim to improve the social situation, soft skills and career orientation of the clients.

The coordination of actors is a recent theme, as is a better preparation of transitions between the stages of education and training.

In the German concept of “chains of education” this transition element is most prominent.

Also the creation of “Youth Employment Agencies” as a form of “one-stop government” for NEET policies gives a name to efforts which are also made in related ways in other partner countries.

Many of the practices described involve diverse local and regional actors, among them non-traditional ones, which substantiate the project’s claim that a socio-spatial approach and sound local community networking are two key elements to mitigating the NEET problem. In all partner countries, as youth unemployment has proven to be not only a temporary phenomenon caused by an economic crisis, the problem of persistent NEET, which also tend to be ever harder to reach, is more frequently discussed.

4. Outreach strategies to harder to reach groups within the target group in partner countries

While being NEET in the southern partner countries is also affecting the relatively well-educated “normal” socially well-integrated youth, the initial analysis by the project partners and experience from previous projects already have identified that also in Germany and the UK a group of disenfranchised youth exists. These are hard to reach by traditional institutions, those who are even legally responsible for them and in fact also all other organisations.

It is well known and acknowledged in all partner countries that actors often aim at the “easy-to-reach” youth in order to increase the chances of success and to meet target indicators for integration. Such an approach risks failing those groups in the greatest need of support. (UK, NR, p. 31)

Therefore practices and strategies which exactly aim to reach out to these groups are of high interest and must be part of any holistic strategy.

The **German** report discusses the strategies of social integration which accompany the strategy of “chains of education.” It is highlighted that this includes phases of “engaging” disenfranchised youth and getting them back in contact with institutions, “orienting” and “stabilising.” As the hard-to-reach group is the main group of concern in Germany, these measures of social outreach and integration are an elementary part of any strategy to fight the NEET phenomenon.

While the problem in **Italy** is obviously very significant, the report is quite light on information about specific strategies to reach out to the core group of demoralised, disengaged youth. It describes in more detail the approach of prevention through early orientation regarding labour



market requirements, particularly for those from low social strata and other at-risk students. (IT, NR, p. 15)

In **Portugal** strong efforts are being made by organisations which are implementing the “Youth Guarantee” to reach out to youth in innovative ways. Measures are presented as an opportunity rather than an obligation, more appropriate language and communication channels are being used and access to youth is not only through the traditional institutions but also through organisations closer to the youth and by using strong local networks. “Programa Escolhas” obviously has been a good practice which has been followed by new initiatives. While these efforts clearly are valid, the Portuguese report also mentions among the weaknesses of policies in PT that YG measures do not reach the hard to reach at a sufficient level and in fact “in Portugal, none of the participants belonged to the inactive group.” (PT, NR, p. 54, p. 27)

The **UK** report focuses on measures to keep youth engaged. Among the ways of outreach are referrals from various agencies and financial incentives. “Many young people who join the projects ... do so either as a condition for continuing to receive financial support for being unemployed and/or are referred by agencies supporting them.” (UK, NR, p 29)

In summary, methods to engage the disengaged exist in all partner countries.

While the report of some partners is quite light in discussing this point, methods of youth social work, non-traditional forms of learning and provision, access to youth in their living environment and “non-measures” with a very flexible, individualised approach exist in all countries. “Engaging” youth, i.e., making initial contact, and “orienting” them to more formal learning pathways and measures which aim to “stabilise” the social situation as well as well-being, confidence and motivation of the youth are aspects which are mentioned as aspects of practices and strategies by all partners.

5. Bottlenecks for effective intervention in partner countries

As the previous paragraphs of this analysis have identified, the institutional setting as well as the range of good practices which are available play a significant role in the likelihood of success. The following summary of the discussion in the partner reports of “bottlenecks for effective intervention” aims to focus on those areas which the partners consider as being the key limiting factors for greater success.

By analysing these, the criteria for the selection of good practices becomes more targeted, as it will be possible to more closely study those which target key bottlenecks. Conversely, such an analysis should make partners more aware of what can be positively affected by the means of an ERASMUS+ strategic partnership within the given environment. This way a realistic selection of practices, which at least can show on the level of a demonstrator what can be achieved given the current bottlenecks, has been easier.



The **German** report highlights the general **underfunding** of the education system and the dependence on gatekeepers, such as companies. Also funding in critical areas such as youth support services is dependent on the financial capabilities of individual municipalities, which leads to a vicious circle, as areas in economic crises are also those with the least funds to prevent or mitigate the consequences of such a crisis.

According to the partner, the overall system is slow to take up the best knowledge in a systematic way, although much progress is currently being made. However, the dynamics of developments like the refugee crisis have been larger than the ability to adapt the systems quantitatively and qualitatively, e.g., regarding the availability of trained social workers. (DE, NR, p. 76 ff.)

While the **Spanish** report lacks a separate chapter to discuss bottlenecks, other parts of the text mention the limited capacity of public entities to implement policies, fragmented and time-limited funding from European funds and fragmented responsibilities between levels of government without a clear leading role of any of them. (ES, NR, p. 23)

The report for **Italy** lists a number of bottlenecks which can be subsumed as a low level of funding for relevant services, lack of employer engagement in shaping the training system and lack of tradition of cooperation between education and companies. (IT, NR, p. 15)

The **Portuguese** report mainly highlights the limitations of project-based efforts, such as critical aspects like local network creation and coordination, employer engagement, the creation of dependable and credible structures and youth worker capacity building, all needing time and continuity in order to be successful. Here a take-up of successful practices by the regular structures is needed. Also the shared responsibilities of the three ministries can make it harder to consolidate priorities and plan/execute measures in the field of youth employability. The report gives the impression that good practices exist, but currently no regular system has been created which integrates the lessons learned from these practices. (PT, NR, p. 55 f.)

The report from the **UK** emphasizes the short-termism of the measures, scarcity of resources and a focus on the least needy as limitations of policies. In addition these are often not based on in-depth analysis of the root causes. Such analysis is limited by the fragmentation of policies and responsibilities. (UK, NR, p. 31 f.)

In summary in most partner countries short-termism of project-based interventions and therefore a lack of sustainable (local) structures of planning and implementing innovative and consistent policies are mentioned.

Also limited budgets vs. the significance of the problem and the dependence on the availability of funds on levels of government which depend on the regional/local economic strength (pro-cyclical) are common bottlenecks.

In many cases overlapping responsibilities and a lack of coordination among central institutions, each of which is responsible for elements of the holistic problem, are described. Therefore, the need to compensate this bottleneck by strong community networking,



independent from individual projects and programmes of limited duration, is a common theme in this chapter.

6. The role of work-based approaches and social integration measures

In order to consolidate the knowledge and understanding of the partners about the often recommended element of work-based learning, the partners were asked to summarise the state of the art of these approaches in the partner countries.

With this background, a better selection of those practices which can be regarded as “best” could be made.

In **Germany** the involvement of not only companies but also of providers of social services (e.g., school social work) in the education system, the transition system to work-based learning and the training itself are universally accepted. The success and benefit of such training has led to the expansion of the system to the tertiary education system in the form of “dual study programmes” (<https://www.bibb.de/en/77205.php>). The ultimate aim is to create a universal mobility and permeability of the system, which also provides, for example, quality pathways into work for those who drop out of tertiary education, those who come back from family time and those who enter the system late (e.g., refugees). (DE, NR, p. 43 ff.)

While the report from **Spain** does not discuss work-based learning in a separate chapter, the general remarks made indicate a growing appreciation of work-based learning. No details are given, but the introduction of apprenticeships seems to be a success qualitatively and quantitatively, while absolute numbers are still very limited (“in embryonic state”). Most measures in the scope of the Youth Guarantee seem to include an element of building employability, but it cannot be assessed in how far work-based or in-company training is used or mandatory, and details about typical curricula, etc. are also not provided. As the good practices selected show, work-based elements of learning, also in companies and following sector-specific learning, are part of the most innovative approaches. (ES, NR, p. 23, BP ES 1)

The **Portuguese** report points to the European guidelines for quality apprenticeships and work-based learning, with which the authors obviously identify. Next to that the partner points to “Apprenticeship Courses” which include an alteration between places of learning. Curricular plans, which are based on the National Qualifications Catalogue, are organized into training, integrating UFCD short-term training units of 25 or 50 hours. With double certification, these courses for professional qualification and insertion support employability.⁴

In particular some main indicators of quality are mentioned, such as:

- supporting measures that make apprenticeships more attractive and accessible,
- finding the right balance between the specific skill needs of training companies and the employability of apprentices,

⁴ Legislative Decree No. 4-A / 2008, of January 24, 2008. It lays down the nature and the ceilings of costs considered eligible for co-financing by the European Social Fund.



- supporting companies with no prior experience with apprentices,
 - supporting companies that provide apprenticeships for disadvantaged learners,
 - promoting permeability between VET and other educational and career training,
 - supporting career guidance,
 - raising the quality of VET teachers,
 - awareness-raising,
 - providing a clear framework for quality assurance of the apprenticeship at the system, provider and company levels, ensuring systematic feedback,
 - ensuring that the content of VET programmes is responsive to changing skill needs in companies and the society,
 - fostering mutual trust and respect through regular cooperation between apprenticeship partners at all levels,
 - ensuring a fair, valid and authentic assessment of learning outcomes and
 - supporting the continuous professional development of in-company trainers and improve their work conditions.
- (PT, NR, p. 57 ff.)

In the **UK** work-based learning is typically included in interventions along with holistic skill development programmes. Most arrangements are short and it is unclear in how far targeted skill development is included. The programmes seem to target building labour market knowledge and exposure to various employers along with opportunities to prove oneself in a specific workplace. Apprenticeships, which are discussed in other chapters, are not discussed in this paragraph which focuses on the orienting function of short work-based arrangements. (UK, NR, p. 33)

In summary, work-based learning is accepted to a growing degree in all of the partner countries. While in Germany the **company**-based “dual” apprenticeship system is the backbone of the education and training system, more elements of work-based learning have been progressively introduced in the more **school**-based systems of all other partner countries. These are also more frequent elements of work-based learning in all other measures for NEET which can be regarded as “good.”

It should be noted, however, that the concept of work-based learning in these countries is often understood as covering **all** forms of learning, which include some hands-on activity taking place, also in a training provider, school or alternative provision environment. While this is beneficial in many respects, in the case of Germany, a fully work-based learning situation also involves exposing the learner to a real-life place of work in an actual company in order to integrate the learner to a real work team and appropriate role models and make use of the “gluing effect” of companies taking up those learners whom they experience as willing and engaged in spite of a less positive “paper trail.”

Reform of work-based learning aims at supporting employers to take up a sufficient number of learners and to provide organised and sufficiently adapted learning challenges as well as emotional and material support. The adoption of the European Commission’s



recommendations on quality apprenticeships by the professional community in Portugal is an encouraging development in this respect.

7. Conclusion: principles of intervention: criteria for good practice

Overall, the information provided in the partner's reports points to the following principles of intervention:

- The integration of NEET, in particular of harder-to-reach groups, cannot be achieved by traditional measures of employment support and additional education and training alone;
- The engaging phase or how to reach the hard-to-reach must be a focal issue in all interventions targeting NEET;
- The NEET statistical group includes a wide variety of profiles and reports young people being in very different situations with different needs. This heterogeneity has to be taken into account for all interventions targeting this group (from communication to measure implementation and follow-up);
- Youth need to be heard and involved in the interventions that are directed to them;
- Many youth suffer from a complex set of problems, inhibitions and limitations, which can be described as a lack of social integration. A lack of trust in traditional institutions and a loss of contact with these institutions as a consequence and lack of access to support are common;
- Many among the group suffer from financial problems, health problems and other limitations which require action before further education and training can be productive;
- In addition to that or as a consequence, many of such youth have only limited meaningful relationships outside of their peer group, particularly to institutions and potential role models, such as other youth with regular educational and employment careers;
- Such lack of social capital potentially can be mitigated by organisations in socio-spatial proximity to the youth, such as youth associations, sports clubs, youth workers, informal youth groups, social enterprises, cultural associations and the like;
- Also the providers of social services and training in all of the partner countries have more and more taken up a socio-spatial approach to their activities;
- Regional networks play an important role in all of the partner countries and have a crucial part in all holistic interventions targeting NEET;
- Many innovative practices exist;
- However, most partners report substantial bottlenecks to effective intervention, such as short-termism of measures, "stop and go" of funding schemes, weak government coordination and others; and



- Many of the measures address aspects of the problem of youth integration, but in no case an overall strategy has been reported.

Two main lines of intervention can be distinguished: intervention in education, training and (re-)insertion in **education** or **work** and training and intervention in **social integration**. Both are dependent on each other, as the degree of social integration, a willingness to be engaged and existence of the individual prerequisites for participation in education and training are needed before such training can be effective. On the other hand, education and training can be a means of social integration.

Social integration has in recent years been more acknowledged as a prerequisite of effective education and training; therefore a range of innovative measures and “non-measures” (i.e., interventions which are designed to have no strict curriculum, but allow for a maximum of flexibility according to the needs of the client) has been developed.

In the area of education and training, two main paradigms of reform can be identified: more appreciation of vocational education and the value of work-based learning. In all of the partner countries the concept of in-company apprenticeships is promoted to varying degrees and all actors aim to strengthen the relations between the educational system and employers.

The second common area of reform is a better transition of youth between the various stages of education and training in order to prevent dropout and to provide the pathways of education most appropriate for the need of the individual.

While in all of the partner countries such measures exist which aim to better orient students about further opportunities, to build relevant skills and to build rapport and cooperation between the relevant institutions and in particular to strengthen the employer-education relations, in Germany such efforts have been framed in the concept of “**chains of education**” to describe the support for making the necessary transitions.

On the level of **social integration**, there is a wide consensus among the partners about the risk factors for youth becoming NEET: poverty, weak social relationships, lack of skills for making decisions and lack of knowledge about requirements and opportunities for educational success and access to employment.

From the analysis of the literature, as well as from studying good practices and partner assessment, it has become very clear that the dimension of social integration is regarded by all of these as a very relevant dimension. Social un-integration can be the consequence of a persistent status of being NEET, but un-integration also is a fact for many groups, which inhibits immediate success of education and training. For a large part of the target groups achieving a level of social integration which allows for participation in any form of learning and employment is an aim per se.

A system to intervene in situations of being NEET has to consider this fact and must not shortcut the pathway to integration.

Therefore, the partners were asked to expand their original reports, studying the national discussion on social inclusion more thoroughly, in order to get a clearer picture of factors to



consider, of various degrees of social integration and the necessary differentiation and customising of interventions. The chapter to follow summarises the results, which are detailed in the national reports of each partner country.

Degrees of social Integration: social integration as an aim of intervention

The updated national reports from Germany and the UK discuss the concepts and potential measurement of social integration in more detail (cf. DE NR, p. 45 ff.; UK, NR, p. 34 ff.). The aim is to identify factors which should be positively influenced by intervention measures, as only in rare cases the direct insertion in employment can be achieved and the preparation for partaking in the chain of education and training requires a long-term effort of initialising and stabilising integration.

In **Germany** the concept of social exclusion as a concept to describe and predict risk factors and consequences of being or becoming NEET is relatively new (Kieselbach; Beelmann, p. 32). The European discussion has been an important factor in the adoption of the concept. The guidelines for employment of the European Commission (2002) call for concepts and measures to integrate those who are at risk of exclusion.

The European Commission declared fighting social exclusion as a key pillar of the Europe 2020 strategy. The project YUSEDER researched factors of exclusion among 20-25 year old unemployed youth. It followed a concept developed by Kronauer (Kronauer 2010) which distinguishes the following vulnerability factors: low level of qualification, passive behaviour vs. the labour market, difficult financial situation, no or little social support, deficient or inexistent institutional support, low self-esteem, drug addiction and deviance. As protective factors YUSEDER identifies high qualification, active labour market behaviour, financial security, social and institutional support, high level of socio-cultural activity, high self-esteem and good communication skills. (Kieselbach; Beelmann, 2003, p. 34)

Long-term unemployment in itself is not identical with such exclusion. Only when this unemployment leads to a deterioration of the other factors or the youth are in a bad situation in one or all of the factors mentioned and therefore a return to the labour market becomes or is more difficult, social exclusion is asserted (Kieselbach; Beelmann, 2003, 32). In contrast to southern European countries where families as an economic and social resource are more important, in Germany institutional integration is more important although research identified a sceptical attitude of youth vs. state institutions (ibid.).

In contrast to countries in southern Europe where past research had already found that the fact of being unemployed is societally accepted since unemployment is quite common, in Germany the low level of youth unemployment leads to societal discrimination of those who are unemployed. Unemployment here is an excluding factor in many dimensions of inclusion/exclusion and the level of social exclusion as a consequence of being unemployed has been identified as being the highest in Germany. (Kieselbach; Beelmann, 2003, 37)

In the United States the concept of “disconnected youth” has been developed, which offers additional insights to relevant factors of exclusion, as it covers youth who have not been in employment or school for 12 months. Factors of exclusion are lacking access to social



networks, not being registered with relevant institutions and/or having only limited access to social or health care. (Dietrich 2015, p. 18f)

The leading German institute for youth matters (Deutsches Jugendinstitut) recently proposed the term “disconnected youth” (DJI 2015), which also includes many aspects of social exclusion (DJI 2015, p. 42f). As a “working definition” the institute proposes “young people who have dropped out of any institutional context, who are neither in employment or education, nor receive public transfer funds.” (DJI, 2015, p. 38, transl. AK) The institute claims that quantification of these youth is very difficult, as there is a fragmented institutional responsibility and therefore very limited availability of data. However, the institute estimates that about 22,000 youth under age 18 in Germany can be regarded as disconnected. Young adults in a similar situation must be added to these, when discussing the phenomenon of NEET in an age group of youth up to 28 years.

This state of discussion in Germany is affirmed by research in Spain. García Roca (1998) establishes the following three dimensions of exclusion:

- a structural or economic dimension, referred to the lack of material resources that affect subsistence, derived mainly from the exclusion of the labour market from job,
- a contextual or social dimension, characterized by dissociation of social ties, disaffiliation and embrittlement of the relational framework; in other words, the lack of integration in family life and in the community to which it belongs and
- a subjective or personal dimension, characterized by the breakdown of communication, the weakness of significance and the erosion of vital dynamisms (trust, identity, reciprocity, etc.).

These factors are affirmed by an alternative description of social exclusion by Navarrete, who lists factors such as absence of an authoritative reference (normative), absence of moral references, demotivation, de-socialization, individualism, intolerance to frustration, consumerism, roles (and issues) of gender, social regression, drug addiction and educational failure. (Navarrete 2007, cf. ES, NR, p. 32 ff.)

Research in the **United Kingdom** points to the significance of varied social contacts as an indicator of social integration. While hard to identify from official statistics, the idea behind such an indicator measurement can guide interventions on a practical level: to engage young people in varied contacts, among these contacts to relevant individuals and institutions outside of their peer group. In this research “social integration is defined as the extent to which individuals interact with other members of society, especially with those that are different from themselves in terms of a number of characteristics such as social grade. Research (e.g., Caparelli & Tatsiramos, 2011) has found that the lack of contacts with individuals who are in employment increases the period of unemployment and insecure employment.” (UK, NR, p. 34, see *ibid.* for details on the methodology of the measurement.)

To our knowledge no “official” index of social exclusion exists in any of the partner countries, while the term itself is used widely by institutions and actors in the field when discussing the NEET topic and/or while justifying the interventions targeted at reducing social exclusion as a



means for getting youth closer to the labour market or to reduce social consequences of unemployment. Also the stakeholders interviewed indicate that they have experimented with ideas for such an indicator but no conclusive system is currently being used. (Interview Anliese Durst, City Hall of Munich Nov 2017)

At this point it can be said that “social integration” is a widely used “soft” concept which is understood by the actor, but to our knowledge no hard definition or index currently exists.

Among the methodologies suggested, to better understand, monitor and motivate interventions for social integration, the approach taken by Southcott, Stevens, Featherstone, McCone of the National Foundation for Education Research in the UK (Southcott, Stevens, Featherstone, McCone 2013) deserves to be mentioned.

The authors note that recently an overly result- and outcome-orientated approach to steering interventions in the NEET issue have led to an exclusion of the neediest youth.

They suggest that a much more complex set of indicators is to be used in order to measure progress in an evidence-based, but not exclusively quantitative methodology.

It is beyond the scope of this study to explore this suggestion further, but the weaknesses of overly simplistic indicators are mentioned in several national reports.

Regional/local coordination, as suggested in this report as a main means to intervene effectively in the field, has the chance to consider a wide range of qualitative factors, as the number of clients are small enough in a certain region to be able to know in-depth the real situation of individuals and sub-groups, so that more realistic strategies can be followed.

Regional cooperation, while evidence based, should therefore not only rely on quantitative data, but always include the complex expert knowledge of practitioners and expert organisations in the field.

Degrees of integration/un-integration

While there is no commonly accepted index of social inclusion/exclusion, for pragmatic reasons there is an understanding of what inclusion is and at which end of a continuum of inclusion/exclusion an individual can be placed. This understanding has been shared and discussed throughout the project’s partner meeting discussions as well as stakeholder involvement events.

Social un-integration/exclusion in this understanding would be characterized by **multiple severe phenomena** such as

- low financial resources,
- homelessness,
- mental and physical health problems,
- missing access or disconnect with appropriate care services,
- low level of qualification and education,
- no or weak social networks outside of peer group friends and family and
- low or no connection to relevant institutions.



On an individual level such individuals may have stopped to try to improve their situation, plan a career in the regular system or develop any initiative in this direction. An example would be “street kids,” homeless young people with severe mental health issues, living on the street and with no or very little contact with their family and social institutions. (DE NR, p. 47, UK, NR, p. 34, ES NR, p. 32ff.)

There might be some overlap with the categorisation by Spielhofer (2009). Social integration is, however, only one dimension there.

Mid-level exclusion/un-integration in this understanding would include all of the above phenomena in a lesser degree, but eventually with

- some connections with others who are integrated,
- some form of link to the general system,
- remaining orientation towards the regular career and social systems and
- activity to (re-)enter these systems.

While there may be risk factors in one or multiple areas, no overall deprivation has taken place. Examples would include youth in unemployment or having dropped out of school who try to catch up or young mothers whose family care duties inhibit an intense interaction with the regular system. This includes young people with some connections with others who are integrated; there is some form of link to the general system and they are likely to have at least some significant barriers to employment. One example might be a young person with a disability or mental health issue that limits their relationships with other people and their ability to sustain particular types of employment. It also could include a young woman living on her own with a child and no access to childcare, but various social contacts and a willingness to re-enter the regular system. (cf. UK, NR, p. 34; ES, NR, p. 32 ff.)

A special case of this group are those who, while not being handicapped by objective factors, show a lack of orientation and/or a lack of persistence in the face of recent frustrations. The Spanish report describes these as “young people who have not defined a vocation and who have lacked orientation,” those “rejected by an educational institution that brought as a consequence the demotivation to continue their studies and the abandonment of these” and dropouts from university education. (ES, NR, p. 34)

Socially fully integrated youth would include youth who

- have none of the typical risk factors (or only some of them to a low degree, not impacting their functional ability to participate in regular measures),
- can be counted on as being willing and capable to learn and be placed in employment and
- have a good level of relevant relationships and are respected in the relevant community.

The report from **Spain** points to a special group of those who are socially fully integrated, but not in education, training or work. These are groups who have the economic means, including



strong family support, which allows them to not engage in any of these activities (ES, NR, p. 34).

This strong family support is a characteristic of southern countries like Italy, Spain or also Portugal, where family solidarity has helped youth to avoid marginalisation in spite of unsuccessful transitions to the regular labour market after sometimes long and successful educational careers. The report from Spain points out that many of them choose rather to not continue education and training which does not suit their needs and/or still do not have to accept any kind of employment.

The report from the **UK** names “a recent graduate on a gap year” as an example of a socially fully integrated youth. (UK, NR, p. 34) Similar groups exist in **Germany**.

In general, changing lifestyles have led to a larger group of young people seeking orientation and experience outside the “standard” sequence of education and training, who have the means to do so, either from their own or family resources, including intermittent phases of employment and sabbaticals, which is, of course, fully legitimate, but must be kept in mind when discussing the phenomenon.

These groups may even grow larger in the context of a very good economy, as in the case of Germany, where it is highly probable that work or other opportunities can be re-entered at any time and the acceptance of such “patchwork biographies” among employers is growing.

Relating this typology with the one by Spielhofer et al. (2009), which has been discussed earlier in this report (NEET are divided into “open to learning,” “sustained” and “undecided”), the socially un-integrated youth are probably those who are sustained NEET. Undecided and open to learning NEET can be found in marginally integrated as well as in the fully integrated group, mainly distinguished by their individual resources.

Fostering social integration: engaging, orienting, stabilising, inserting

Acquiring qualifications through good education, progressing through school, university and training have been obvious elements of strategies preventing becoming NEET. The rate of dropouts from education and training, the rate of NEET with long and formally successful careers and a large group of youth who are disenfranchised/alienated from the whole system, point to the fact that “more” education and training can only be part of the answer to the phenomenon of NEET.

The changes needed in the system of education and training needed in order to secure better transitions in the system have been discussed in the scope of the research and development within the Erasmus + project “NEETs at Risk” (<http://www.preventingneets.eu>), in which some of the partners of the current project have been a part: **enhancing the social capital** of students, making them more aware of their opportunities and increasing relevant contacts, the incorporation of interfaces to the employment system within schools, increased work-based learning elements, early identification of risk factors and individualised consultancy, mentoring and coaching are some of these elements.



In the project ComNetNEET we look at what has to be done to bring those who have already left the system, to various degrees, back into the system.

In the matrix chosen, this is represented in the dimension of social integration.

Analysing the reports, which summarise the national literature on the topic as well as particularly the rationale incorporated in the good practices which are described by the partners, **three main elements of fostering the social integration** of youth can be distinguished, which we have titled as “engaging, orienting, stabilising, inserting.”

These form a **“transition system”** for those for whom interventions aim to bring them back into the “regular” system of education and training.

In order to define the common understanding of the partners about these elements, each of these will be briefly presented.

Engaging

As has been described in the previous chapters, it cannot be taken for granted that NEET youth are in contact with relevant institutions, seek active information, use media in which institutions communicate, are registered in **any** system, live in a social environment which encourages education or work ethics or are physically and mentally capable to react to input.

These groups have been described as the “hard to reach” ones. In the typology of social integration discussed above, such groups are represented by the “street kid,” with multiple handicaps on one extreme, despite being relatively resourceful, but uninterested and unengaged on the other extreme, who might have given up on the idea of education and employment, because they can rely on family or other resources and find opportunities provided by a weak labour market and/or the demands put by employers less attractive.

All of these have in common that they do not actively seek assistance and are to a degree alienated from the system as well as often “hard to reach.”

“Engaging” therefore, describes activities to reach out to these “hard to reach” youth who have lost contact to the regular institutions and therefore are not accessible by regular ways and themselves do not seek help or apply for services. This often includes proactive ways of reaching out to these youth and persistence in patiently contacting them in various formats.

Innovative ways to get in contact are to be considered as a conscious part of any overall strategy. A range of good practices with a focus on this engaging element, as well as many by which the “engaging” of clients is an important part of the design of the intervention, have been described by the partners.

Orienting

“Orienting” describes all methodologies to build relevant competences, trust, confidence and motivation to become able and willing to re-access regular measures of education and



training. The factors of social un-integration as well as the typology by Spielhofer point to the fact that there are many youth who lack orientation in two dimensions:

- a lack of orientation vs. reasonable and meaningful **goals** for themselves: What do they want to achieve? Who do they want to be?
- a lack of orientation vs. the **means** to achieve these goals: What are the opportunities, what are the pathways, who to talk to, what to do?

Together these elements of orientation, next to the resources required, are key elements of the ability to shape one's own biography and to follow plans and "life projects," as described by the OECD as well as by the European Commission in its concept of key competences for life-long learning (EC: Key Competences, p. 26 <https://ec.europa.eu/education/sites/education/files/swd-recommendation-key-competences-lifelong-learning.pdf>).

Without adequate room to form such orientations, without a partner to discuss perspectives and without possibilities to reverse former decisions and re-orient, there is a danger of frustration due to a lack of alternative plans. Interventions which aim at qualification or employment only, without supporting the forming of such orientations and without an element of building the competence to form such orientation, must therefore be regarded as inadequate for a sustainable integration.

The **quality of such orientations** must also be considered. Quality orientation depends on the quality of the facilitators of such orientation, their adequate perception of opportunities, their **interfaces with relevant actors and institutions**, in particular **employers**. Also the methodology of orienting and guidance must be considered.

There is a growing consensus that orientation is not a once-and-for-all event, but a longer **process** which includes experimentation and reflected experience, which includes various kinds of work-based learning experience, if any possible in real world environments.

Practices such as shorter or longer internships, but also a whole year of voluntary service in the social sector (as in the case of DE GP 6), are examples of such orientation.

At the starting point, orientation is closely connected to the "engaging" phase: building contact and trust to one mediating person to talk to and who is also able to provide access to relevant further assistance, can be the starting point for a wider orientation. On the other end of the spectrum, successful steps of education and training also must always be accompanied by a reflection of the step regarding its significance for the further individual biography and a conscious expression and use of one's own (new) competences and hence new opportunities.

This competence of orientation is, therefore, a permanent part of the overall competence for life-long learning. Examples of interventions with a strong element of orienting among the good practices collected by the partners include GP DE 3, BP ES 1, BP ES 2, BP ES 3, GP IT 3, GP IT 6, PT BP 1, PT BP 2, GP UK 1, GP UK 4, GP UK 6.



Stabilising

The aspect of “stabilising” acknowledges that overall stabilisation is a **multi-factorial and long-term process** rather than a momentary phenomenon. Progress and setbacks need to be expected and balanced. Therefore support must be as long term and as tailored as possible. Elements of securing a **basic livelihood**, such as housing, health maintenance, basic structuring of the day, a minimum of motivation and overall well-being as well as focus cannot be taken for granted.

As practitioners report and as is reflected in practices like the German GP DE 3 (Lernwerkstatt), stabilising the overall situation particularly of un-integrated youth is a fragile and mid- to long-term process. Once trust is built and a basic orientation has been achieved the persistence for progressing towards the goals must be maintained.

A network of **productive social contacts** must be built and maintained. Usually there are setbacks in the process and the complexity of this long-term stabilisation requires a good **coordination among various agents** (those responsible for funding, health maintenance, social work, peers, parents and co-students, etc.).

Inserting

One recent focus of reform has been (e.g., in the case of Germany) recognising the long-term character of social stabilisation which requires assistance for the individual also **after** initial insertion into education, training and employment. The GP (DE GP 4) “assisted apprenticeship” reflects that such assistance by social work can only be phased out gradually, as the training itself and later on the income and socialisation in a regular team of co-workers and company provide a dependable structure for the individual.

Typically, therefore, stabilising an alienated and socially un-integrated individual is one of the areas in which spatial/community coordination and the maintenance of a close network of actors are particularly important. Many activities that do not directly aim at qualification or professional insertion, such as sports activities, becoming part of an association, cultural activities and volunteerism, can contribute much to the stabilisation of individuals.

Examples of interventions which contribute to stabilisation include GP DE 4 and GP UK 6 as well as similar elements in many other interventions.

Mutual dependency and reinforcement of the elements and the need for overall coordination

As a consequence of these considerations, the partnership proposes to use a **matrix of “educational and training chains” vs. a progression of social integration**, which includes the elements of engaging, orienting, stabilising and insertion, **as a matrix to describe activities to integrate NEETs**.

While the elements of social integration can be analytically separated, in actual practice they often are part of the same intervention on the side of the providers and part of a holistic process within the individual.



They are dependent on each other. Individual orientation is useless if not supported by the means to act on the orientation or the removal of inhibitions like health handicaps. A good system of orientation and stabilisation is useless without a good system of outreach (engaging) to the neediest clients as well as a dead end if outreach agents are in good contact with clients but without a system of orientation and social stabilisation to support the pathway of integration.

In the perspective of time, the measures of social (re-)integration, preventive as well as curative ones, must be available throughout the phase of development of the young person. There is a wide consensus that pre-school education and conditions within the family and neighbourhood already are critical. Shaping of schools, prevention of school dropout through the early recognition of risk factors and early and individualised interventions are critical in the next step. The transition from school to training and employment is another critical barrier which many fail to overcome. Finally, the transition to employment is such a critical stage, in which support for orientation, stabilisation and outreach to youth at risk of failure must be provided, while assistance must be phased out only when a good degree of sustainable stabilisation has been reached.

While supporting smooth transitions for the clients is the main task for the agents in the “standard” sequence of education, training and employment, the (re-)insertion in these standard systems of qualification, training and employment is the aim of the measures of social stabilisation, as has been demonstrated.

Obviously this is a highly complex system with many interdependencies and interfaces.

The emerging pattern of intervention is also quite complex. As a consequence, in the entire partner countries friction in the coordination of these measures has been described.

Be it problems of inter-ministerial coordination, overlapping responsibilities, gaps between various professional rationales of intervention, lack of resources to organise coordination or the complexity to organise and maintain appropriate networks: all have inspired a vivid discussion about a better coordination of the multiple activities.

It is a main criticism of the current policies and activities in the area that too large of a part of interventions is planned and implemented without a sufficient degree of coordination, without **sufficiently managed transitions**, without an overall concept and without overall monitoring and evaluation. (DE, NR, p. 41; IT, NR, p. 15f; PT, NR, p. 55f.; UK, NR, p. 31; ES, NR, p. 27)

In all of the partner countries there is a wide range of institutional and organisational actors involved, often reporting to a different level of government and also funded by different sources. These actors often follow different rationales of intervention with different success of criteria.

Institutional traditions, different values and profiles of actors, while being critical for the effectiveness of expert interventions, are also an **inhibition** towards communication and cooperation among the professions and institutions.

Funding through **short-term** projects and a high degree of institutional and organisational fluctuation therefore add up to serious limitations of the effectiveness of in themselves good



and professional interventions, as described in the chapters on “bottlenecks for intervention” and “weaknesses of current policies” in the national reports.

There is a wide consensus in the literature referred to and in the practices reported, that **while a consistent overarching legal and statutory framework is needed, such coordination must be on a local and regional level.** Only on this level it is possible to engage the relevant stakeholders, to overcome the anonymity of big numbers and statistics, to give the “problem” a face, to connect concrete people and to match youth with potential employers looking for talent.

Therefore practices for such local/regional coordination are also among those needed to be selected and described in more detail by the partners.

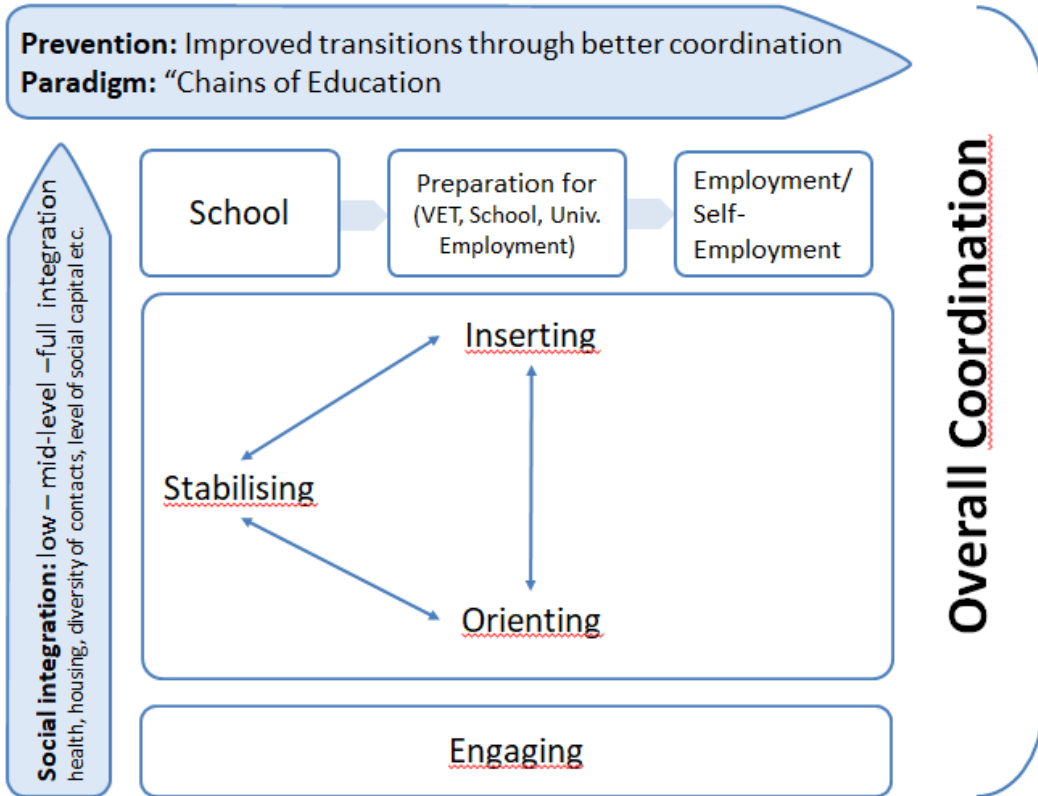
A main part of recent reforms, therefore, has been the **improvement of coordination** among the actors. Next to a quality provision of individual elements of this range, the organisation of such coordination itself is a critical intervention.

While there is a general consensus that all relevant actors have to be networked and coordinated, there is quite some diversity among the partner countries as to how, with which partners, in which spatial and organisational context and using which organisational means, such coordination, takes place.

This overall range of activities presented in such a matrix is the subject of community activity and overall coordination, which has to be planned and organised by the relevant agents. **Each individual practice needs to contribute** either to one or multiple aspects of social integration as well as to educational and training progress with a view **to prepare and organise the respective “next step.”** No step in the process can be regarded as meaningful and complete without an eye on the progression to the next step.

Therefore, identifying good practices and policies of such coordination have been part of the partners’ research and also of the selection of good practices.





III: Matrix of social integration as a means of insertion in "Chains of Education"

8. Common principles of good practices of intervention

On a systemic level, the partners report about common principles in line with the national policies on engaging, orienting, stabilising and insertion, which have been discussed in chapter 7. In chapter 8 of this report, an analysis of principles incorporated in the selected good practices (presented in chapter 9) will be discussed.

Principles and good practices of engaging

One prototypical good practice to "engage" disconnected youth is the good practice GP DE 7 "**Respect.**" The measure uses methods of low barrier youth social work and street work to get in contact with youth who have lost touch with institutions.

Social workers go to the actual place where such youth can be expected to show up and make an unbinding offer for contact, not even requiring getting the youth's name. Contact points can be food distribution sites and the usual "hangouts" of youth, including in rural areas, as



the team also uses “pop-up” shops and mobile vans to make contact. As trust is gradually built, more regular contact and support is offered, without any pressure to subscribe to any fixed programme. The key proposition of the practice is that it is a “**non-measure**,” in which the programme and intervention is open and flexible and follows the individual need of the youngster.

Other measures like “Module A+” of “Lernwerkstatt” of KJF Regensburg (GP DE 3) are somewhat more formal, but also do not require adhering to a fixed programme in order not to turn away or overcharge the youth in the beginning.

Other contact points for “engaging” are offers of “open youth work,” existing in the form of youth centres, where social workers are present but do not require any formalized contact, neighbourhood centres, young mothers’ meeting groups or offers like “youth farms,” where young people can meet to care for animals and meet staff with social work training which can refer them to appropriate offers if wished and needed.

Principles are: openness, non-obligation, anonymity, listening and understanding, putting building of trust first.

Open youth work is an official part of youth support services according to the relevant legislation.

The described good practices have a combination of methods to reach out to young people. However, not all young people who are considered for the programmes are hard to reach. In many cases, young people are identified or recruited via other organisations, such as job centres, youth centres, homeless hostels, women’s centres, sports centres, religious centres and unemployment offices. Some programmes also get referrals from parents or other key contacts such as friends. The third main route into the programmes is via self-referral for various reasons such as hearing about the programme from friends or seeing or hearing about it on social media, flyers or at events. The key factor seems to be knowledge of the community and having a network of stakeholders who can reach out to young people who are NEET – and offering them something that is attractive to them and encourages them to attend.

Principles and good practices of orienting

Orienting is an overarching element of most practices which target NEET youth.

Most of these youth are in a crisis of shaping their own biography and developing their own personality. Existing risks for completing the development of an autonomous personality is a key criterion for the inclusion in measures of youth support, and all of these measures financed by the legislation on Youth Support Services are targeted to achieve this.

Therefore reflection on the personality of the youth, building of “life projects,” learning to fit into a group and achieving common goals but also learning about relevant internal and external resources are common principles/elements of orienting.



Good Practice DE 6 (Voluntary Social Service, see O1-A3 Identification of social intervention measures: Building networks of community support for NEETs: good practices from Europe; Ms Regensburg 2018), while not a Youth Support Services measure, it is a quantitatively relevant practice which supports orientation, as it gives youth a full year to prove themselves in practical work, reflect on the work and their own personality in a peer group with mentors and learn about potential fields of employment in the social sector first hand. (DE NR, p. 37)

All programmes described include an element of “orienting” even though the extent to which this happens differs. The conclusion after studying different programmes is to develop a career pathway plan following a period of engaging with alternatives and exploring different options. The career action plan should be developed rather early in the main phase of the programme so that it can be reviewed regularly with the young people to see where they are and if anything needs to be adapted. Individual mentoring sessions are crucial for the review of goals.

Principles and good practices of stabilising

There is a wide consensus that for NEET, stabilization is a prerequisite for insertion, but that inserting is only the start of final stabilization.

In **Spain** the partners emphasize that “The labor insertion is an integral process in which different factors intervene for its realization, from the characteristics that people present and the opportunities offered by the labor market, resulting in an effective encounter between employability and employment...” (Bisquerra (1992, ES, NR, p. 36)

To take account of recent insights in factors of social exclusion (see ES NR, p. 37f.) the intervention methodology for socio-labor insertion “has undergone transformations motivated by the need to adapt to new challenges and complex labor problems that have arisen over the years.”

Three models of insertion have emerged: didactic, advisory and resource-centered, (Carmona and Martínez (2005), and three phases of insertion are distinguished: the formative phase, the practical phase and finally the insertion phase. Labour and social advisors work closely together to provide holistic support, which consists of “comprehensive care, individualized intervention, voluntariness and commitment, autonomy, counseling, participation, coordination, equality, accompaniment and tutoring.” A large scale of insertion, the “Comprehensive Program of Qualification and Employment (PICE)”, is being promoted by the Spanish Chamber of Commerce. (ES, NR, p. 37)

In **Germany** most measures include an element of stabilising. Those youth who benefit from measures paid for by the Youth Support Services are subject to an overall individual case management according to an individual “**plan of support**” (Hilfepfan) which was developed in a common discussion which included all stakeholders. In this plan measures supporting housing and health maintenance are part of the package. The youth support services have very wide latitude in paying for such services. This includes, e.g., common housing, supported and accompanied by social workers (Youth Housing Communities – Jugendwohngruppen). This



support is coordinated by “Providers of Youth Support” (Freie Träger der Jugendhilfe) which need to be accredited by the public Youth Support Service.

In fact, most of the providers are large organisations, such as those of the main Christian denominations (Caritas, Diakonie) which comprise a multitude of specialised services between which youth can be transferred. The measures are paid by public funds, mostly by the municipalities and counties. This principle of financing makes sure that the unit which is responsible for the financing of the stabilisation is the one which is interested in the outcome. Each youth stabilised is one less who has to be paid social benefits and housing and health care for a long duration by the municipality in case of failure. (DE, NR, p. 50)

Also in the **UK** all programmes have an element of stabilising. They all include a community project for young people to engage with their community. All programmes foster teambuilding activities and individual and group sessions to develop relevant skills. Work experiences are needed to test skills as well as to gain further experiences.

This links with the next element “inserting.” None of the best practices, however, include in their description how they will provide holistic support and linking young people with health care or, if applicable, day care and mental health support. This might be embedded in the sessions but is not described as a key element of the programmes. (UK, NR, p. 36)

Common principles of inserting:

Inserting requires assuring that candidates can cope with the requirements of the **standard** system of education, training and employment. Partners have been asked to reflect about how this education and training maturity is secured in the transition phase to the regular system.

As has been discussed before, **in Germany** the transition of youth through the chains of education is secured by early orientation about occupational options in school, e.g., through specific lessons, mandatory internships and job fairs. The main means of transitioning is the **German** “dual system” of vocational training, which provides in-company training. The matching of candidates and training placements is a major activity of the employment services, which run a special department for this (vocational guidance). The quality and quantity of matching is a major issue of public discussion each year. As traditionally there are mismatches between places and placements, qualitatively and quantitatively, initiatives like the federal programme “Job-Starter” therefore aim to bridge gaps through developing apprenticeship training places in companies (guiding and consulting companies which have not yet trained).

On the side of the trainees there is a large group considered by the companies as not sufficiently mature to be trained in company. These are placed in various measures of the “transition system,” funded by the employment services, which aim to stabilise and orient the youth and to build critical hard and soft skills. Usually the aim is to place the youth in regular in-company training. Good practices like “Module A” (GP DE 3) are examples of this “transition system.”



Most recently the **federal initiative "chains of education"** has developed and defined a theoretical framework for the coordinated transitioning of youth along the various stages of education and training. The initiative makes a point of making orientation and support/assistance a permanent part of the transitioning system, i.e., social support and assistance, such as mentoring. Additional lessons in general subjects, etc. do not stop when an apprenticeship placement has been secure, but continue as long as needed or are phased out gradually. Such "assisted apprenticeships" have been a major reform in recent years. (DE, NR, p. 51f)

In the **UK** not all programmes include support once young people have found a job or training offer. However, the report found that it was crucial to offer this continued support to young people. "The external evaluation of Street League found that in-work support is one of the success factors of the programme. All programmes support young people with finding a job, education or training offer depending on their career goals. This includes interview practice and applying for jobs." (UK, NR, p. 37)

Principles and good practices in coordination

In **Germany** the most relevant development in recent years has been the development of "youth employment agencies," which are developed to provide a "one stop government" for transition and employment of youth. The idea is to unite the efforts of youth support services, the municipal job centres (responsible for youth who receive social benefits) and the federal employment agency. The exact shape of these agencies is dependent on regional agreements and therefore varies. Variation includes leadership, spatial proximity and strategic coordination as well as embeddedness in other regional policies. An example of these is the Municipal Programme for Employment and Qualification of the City Hall of Munich. JEA are discussed among the best practices presented in Ch. 9.

In the **UK** the programmes selected as good practices in this report include almost all elements – engaging, orienting, stabilising and inserting. For this reason the coordination of activities is ensured by the delivery and lead partner. If other actors, such as companies, for the provision of work placements are needed, this is managed by the lead partner.

9. Good practices which contribute to social integration, insertion and overall coordination

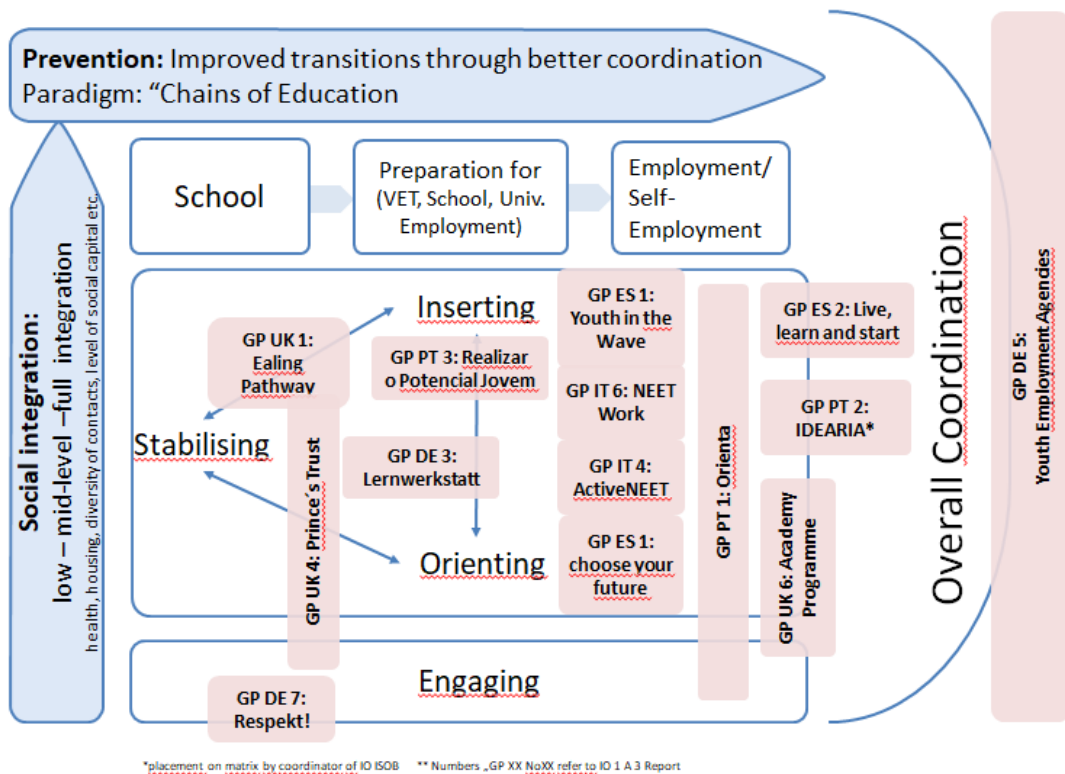
The overview chart (p.41) shows the significance of each of the best practices chosen by the partners in the overall system of integration and transitioning.

Most of the best practices have already been described in general in the initial research, which is documented in IO1 – A3. The respective templates are documented in the annex to this report again, along with additional information which has been added by the partners in the update of their national reports.



Most practices include aspects of the various stages of integration and transitioning, which have been distinguished and discussed for analytical purposes in the chapter above. In order to identify factors of success, we discuss the several aspects of each good practice separately, so each practice appears in more than one subchapter. An overview of the main characteristics of the practice as a whole is described in the annex.

isob Institut für sozialwissenschaftliche Beratung GmbH



III: Overview: Best practices of social integration into chains of education, training and employment



9.1. Engaging

As has been described, “engaging” is an essential first step for the integration of disenfranchised youth who have lost contact to regular institutions, either because of social un-integration or at least as a consequence of de-motivation for further engagement in education, training and employment.

One typical best practice of “engaging” has been described in the report from **Germany**: GP DE 7 Respekt – Mach dein Ding!

The project targets “disconnected youth.” The intervention reaches out to these youth by street work by social workers in a very open format. Particular characteristics of the intervention include a low ratio social worker/youth of 1:8. More time is available to really address individual needs. Contact can be made and maintained even in complex circumstances. Trust can be built.

These time resources allow for maintaining contact with the youth even outside of office hours as well as maintaining contact to all relevant support systems so that youth can be transferred.

The project understands and presents itself as a “**non-measure**:” it is highly flexible and communicates in a way that does not alienate youth by being “serious” and “institutional” or reminding them of school or authorities. This requires an intimate knowledge of the respective “scene,” i.e., the various peer groups and circumstances of the youth.

At the same time the social workers must know and relate to the actors in the support systems very well.

The guiding principle followed is: “all cases are special cases,” i.e., the intervention for each youth needs to be tailor-made and the access to project actors must be low barrier and voluntary. An in-depth conversation between the young person and the social worker about the individual situation (mostly listening) is the start in all cases.

Support includes psycho-social accompaniment, stabilisation of income, securing housing, search for training/working opportunities, assistance in contact with authorities, applications, budget planning, referral, assuring health maintenance (insurance). The contact is made mostly at pop-up shops in accessible areas. Common meetings with representatives of other agencies are organised to lower barriers through face-to-face contact with concrete individuals in each of these institutions in order to overcome fears of the abstract “institution.”

The social workers also reach out to potential young people through eight vans which allow reaching out in a multitude of locations. The aim is to meet the youth where they in fact are living or hanging out.

The project has been thoroughly evaluated. One of the results is that about one third of the youth with whom contact was made have been accompanied in stable education and training relationships. All actors assessed the project as filling a fundamental gap in the overall support system, as effective contact has been established with youth which could not be reached at all before.



As success factors the project recommends:

- All contact is voluntary and no pressure or expectations;
- All support is individual;
- The same person is responsible for the youth at all times. The contact person is easily accessible;
- A dependable relationship inspires trust which allows for referrals;
- Good networking allows for finding informal solutions involving actors from various institutions; and
- A positive development of the legal framework: The relevant legislation regulates basic social benefits and support for “hard to access youth under 25” in order to “stabilise and make sure that regular support, including health care as well as the regular support measures for the target group can be made available and accessible.”

In **Italy the ACTIVE NE(E)T project (GP IT 4)** is on the interface of “engaging” and “orientation” as it reaches out to young people by presenting relevant information and orientation in a style of communication characterised by a dynamic language common to young people and by exploiting the channels that they commonly use.

The activities therefore focus on the visibility and approachability by young people, so as to be able to propose all the possibilities present in the territory dealing with services for reintegration (tailored orientation, training and internship programmes) to them. (IT, NR, p. 13)

The project **Idearia in Portugal (GP PT 2)**, which is promoted by Coolabora - Intervenção Social, aims at the development of transversal competences and the insertion into employment and self-employment.

The main characteristics are the development of transversal competences such as communication, team building, cooperation and interpersonal relationships as well as entrepreneurship training designed to support the development of ideas, business creation and new initiatives in organizations and companies. The various aspects are discussed in the respective subchapters.

The project engages youth by being particularly attractive through giving the voice of young people priority through a space for participation, discussion and building solutions. The project makes a point of offering attractive elements like a creative laboratory with videos, workshops, cinema, theatre and plastic expression, an entrepreneurial laboratory, a co-working space, internships, mentoring and networking.

The project reaches out to potential participants through “open days” and a permanent space for the project which is used also for the meeting of young people, a 150 m² “open space.”

In Portugal the intervention “**Realizing Youth Potencial**”, which is promoted by the Associação Juvenil de Deão – AJD and Associação Juvenil YUPI, is an intervention for insertion in regular employment which won the Inspiring Project Award 2017 at the Erasmus + Good Practices ceremony. The initiative has been started by a group of young people who are determined to



change the world and believe in active participation, citizenship and volunteering as means for a better society. For details see annex GP PT 3. The intervention reaches out to young people as it is promoted by young people themselves and by two youth associations, which already have solid experience of intervention and proximity to young people.

The **UK** presents three good practices. The partner, while stating that these best practices include all of the elements of social inclusion and educational and employment integration, analyses the principles which are followed by these practices in each of the different stages.

According to the partner “the described good practices have a combination of methods to reach-out to young people. Though, not all young people that are considered for the programmes are hard to reach.”

Potential participants are identified or recruited via

- other organisations such as the job centre, youth centres, homeless hostels, women’s centres, sports centres, religious centres and unemployment offices,
- referrals from parents or other key contact people such as friends and
- self-referral for different reasons such as hearing about the programme from friends or seeing or hearing about it on social media, flyers or at events.

“The key factor seems to be the knowledge of the community and having a network of stakeholders that can reach out to young people who are NEET – and offering them something that is attractive to them and encourages them to attend.” (UK, NR, p. 36f.)

An illustration of these principles is the **Ealing Pathway Programme (GP UK 1)**.

Here the participants, who are “willing to take the next step,” are mostly referred from other organisations. The programme, therefore, relies on a good networking with such organisations.

The **Prince’s Trust Programme (GP UK 4)** aims at care leavers, looked-after children, offenders and ex-offenders, single parents, refugees and young people with disabilities. These are mostly referred to by a wide network of partners, which ranges from employment agencies to homeless hostels, youth centres and women’s centres. Also marketing material is produced in order to foster self-referral.

Both practices illustrate that a balanced recruitment, which also includes contacting those who are no longer in contact with the regular system of education and training, requires close contact to organisations in the socio-spatial context. Some recruitment programmes have exactly no direct employment or training focus, but cater to specific social needs of the target group and do therefore not provoke fear and inhibitions on the side of the clients, as is the case with many traditional institutions. Also marketing material and the image transmitted by former participants is critical for the access to the target group.

Such embeddedness in the social context and referral by organisations other than educational and state institutions and by “word of mouth of peers, via online media and refer-a-friend schemes, is very obvious in the **Academy Programme” (GP UK 6)**, which reaches out to young



people via sports activities such as football, dance and general fitness. It is also remarkable that the programme reaches out through a programme which builds competences of self-organisation and other critical competences for employability by activities other than direct instruction or training. This changed field of training helps in being accepted by the target group and allows for engaging young people who would refuse more traditional measures, while following the main aims and preparing for insertion in other and more formal forms of education, training and employment. (UK, NR, p. 45f.)

Transferable principles of “engaging” good practices

From analysing the practices selected by the partners as good practices the following principles to follow can be referred as potentially relevant to consider in the ComNetNEET model of intervention:

- provide low barriers for access to a trustworthy person,
- provide face-to-face contact,
- active outreach, provision of information and passive availability are not enough, don't wait for people to come, go out,
- communicate in target-group typical media and in appropriate language,
- have intimate knowledge of the target group “scenes”, do trend scouting of these scenes without too much confluence with them,
- consider groups like functional illiterates (those who can read, but cannot understand written text),
- be present in the actual socio-space of the target group,
- have a wide network of organisations available for organising informal assistance and innovative solutions,
- be attractive through “cool” activities or by providing opportunity and resources for activities which are considered by the target group community as “cool” but would be inaccessible without you (open space, technology, contacts, theatre, arts material and guidance),
- be attractive through non-school, non-training activities and activity and development, not “education,”
- be attractive through giving the opportunity for participation,
- build your reputation of trustworthiness, of having the ability to find solutions, of being “on the side” of the client and
- “non-measure” principle: use resources flexibly according to actual needs instead of following a fixed programme.

9.2. Orienting and stabilising

A large group of NEETs is not only affected by low overall labour demand on the market or a skill deficit per se. There is a wide consensus that a gap exists between education and the world of work, a lack of acceptance of the traditional education system from the side of parts



of the youth, in particular since traditional education seems to be a futile exercise when the chances for a good job are slim anyway. The consequence of this refusal of traditional education and voluntary or involuntary dropout have been described as social un-integration.

Therefore, successful re-integration in education, training and employment requires a phase of orientation, of re-adjusting and re-considering individual habits, strategies, orientations and life goals, as well as a review of individual and other resources and discovering fresh options.

All of these elements have to be discovered, reflected and re-arranged in an individual plan or life project, before insertion into more standard and formal education, training and employment can be expected to be effective.

The good practices which have been selected by the partners are national leaders in facilitating this orientation. They also include elements which foster an overall social stabilisation of the client to prepare for integration and/or to support the success in more standard measures.

The **German** partner selected **Module A+ of the “Lernwerkstatt” (part of GP DE 3)**.

The measure targets young people who are at risk of being failed by the regular systems because they are not entitled to other regular measures (such as those in the transition system) as a consequence of being mentally unable to participate, being not entitled to support, not having the lingual prerequisites or other factors.

Participants who have been “engaged” and referred to by the youth support services, job centre or other actors and need support to enter the regular measures of transition support.

The measure takes place in an open format which includes social workers and language teachers in a low ratio of youth to support person, workshops for metal, painting, wood, IT and open spaces.

Aims are:

- improving language skills,
- catching up on school exams,
- discovering strengths and potential,
- collecting positive experiences,
- understanding cultural factors of living in Germany,
- understanding the legal framework in Germany and
- preparing appropriate further measures of vocational and educational preparation.

The focus is on practical creative work with various materials. Access is low barrier and can be for only one or two hours a day. Social work with the individual and language coaching in very small groups are also part of the concept. On a more advanced level vocational skills are certified along the system of occupational qualifications to stimulate motivation and easy transferral.

The measure takes place in the context of the wider “learning workshop” of the Catholic Youth Support Services, which allows for a wide range of transferrals within the institution and therefore within a context to which trust has been built.



The Project “**FUORI SCUOLA** Pathways for the reduction of early school leaving” (**GP IT 3**) in **Italy** is an example of immediately “engaging” youth who have dropped out of school and referring them to a process of new orientations. The dropouts are identified through the regional databases and then have an initial interview with an operator assessing the most suitable further pathway. All activities are personalized, forming a programmed series of paths and workshops. The orientation meetings are scheduled at the request of the participants and are monitored. The heterogeneity of the activities, both by type (lessons and workshops) and by topics (teaching materials and creative laboratories) makes it possible to develop work-related and soft skills, so as to provide those tools that are fundamental for job placement. At the end of the programme a certification is issued which supports the next step, insertion. (IT, NR, p. 11)

The intervention “**Choose Your Future**” in **Spain (GP ES 3)** is placed by the partner in the transition space between orientation and insertion. It is aimed mainly at young immigrants. After the diagnosis and selection of people from the immigrant and refugee group who are interested in participating in the program (engaging stage), a personalized insertion itinerary is developed and competences are developed through group actions. A particularly orienting element is the mentoring process which is used for each individual, which includes a workshop on basic job search techniques.

Individual interviews are used to promote self-awareness and self-confidence.

Basic orientation for the further pathway is elaborated through *itineraries for the improvement of employability*. A plan of action in accordance with the profile of the beneficiary will be defined that will set the guidelines and objectives to achieve. Elements of insertion within the project are discussed in the respective chapter.

The project **ORIENTA.TE E6G in Portugal (GP PT 1)** contributes to orienting NEET youth through individualized support (one-to-one) based on coaching. The participants are challenged to take the lead role in defining and achieving their life 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.).

These orienting activities stabilize the client, who is further supported by strengthening the family involvement on the implementation of the young participants’ life goals. There is an individualized follow-up of families in their homes, where different members of the families participate together in these sessions.

A further element of stabilisation is the involvement of additional potential supporting organisations, specialised in specific issues (e.g., involvement of other local, social, psychological and migration support, housing, health services, etc.). (PT, NR, p. 45)

The good practice **Idearia** in Portugal (**GP PT 2**) orients NEETS through two tools: one is the Creative Lab and the other an Entrepreneurial Laboratory. The Creative Laboratory with artistic workshops (theatre, video/cinema, plastic expression) is oriented towards the development of



transversal competences that also stimulate the construction of a transforming and critical civic sense.

The project includes aspects of social inclusion as well as elements of non-formal training and learning.

It consists of three autonomous but complementary workshops of theatre, video/cinema and plastic expression that take place for two months each, in weekly sessions (24 hours per workshop). Festivals of “Co-creation of Ideas” that serve as the basis for the “Social Entrepreneurship Ideas Exchange” are the starting point for the creation of the “Project Ideas Exchange.” It is estimated that the measure has a strong impact on their cross-skills, employability and entrepreneurial skills.

The Entrepreneurial Laboratory offers a training itinerary that encompasses the entire project cycle (conception of the idea to the preparation of the project / business plan and respective testing), with a view to empower young people to create their own jobs and to develop new ones areas in existing organizations. It is organized in three blocks with a total duration of 64 hours.

In **Portugal** the project “**Realizing Youth Potencial**” (**GP PT 3**) contributes to social integration and reintegration in the regular system of training and employment through

- informing young people and youth workers about existing support programs for personal and professional achievement and
- identifying improvement areas and generating new ideas related to those different support programs.

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) and 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.

As a means of stabilising, the project promotes the development of “Multiplier Agents” who are developed through workshops and specific training actions targeting teachers, other local associations, more experienced youth or youth workers.

In the **UK** the “**Ealing Pathways Program**” (**GP UK 1**, see also UK NR p. 40 ff. for a description) programme shows many quality elements of orientation.

Next to some classroom-type activities to build employability skills (like CV writing) the programme includes social action projects, trips and team work activities. Also extended work placements with local authority employers and others enhance the knowledge about job requirements and options. (UK, NR, p. 40)

The **Prince’s Trust Programme** (**GP UK 4**) facilitates better social and professional orientation of its clients through its general focus as a “personal development course.” (UK, NR, p. 41)



The aim is to orient the youth to being inserted in more formal education and training. This is to be done by increasing the motivation, confidence and skills of the youth. Elements of orientation include:

- uncover hidden talents and skills,
- develop team-working and communication skills,
- gain awareness of their local community and how they can contribute to it,
- gain nationally-recognised qualifications,
- set goals for the future and
- develop interview and CV skills.

(UK, NR, p. 41)

Formats used to build this orientation are:

- one week at a residential activity centre with team-building activities,
- undertake a team project based in their local community,
- complete an individual work placement,
- participate in a team challenge, involving caring for others,
- stage a team presentation.

(UK, NR, p. 41)

A specific characteristic of the program is its delivery through partners. Along with training providers these can be untypical organisations like fire and rescue centres and youth centres. The youth, therefore, experience contexts which are new for them and meet potential role models. Also, as a rule, at least one of the participants is an employed person.

The **Academy Programme (GP UK 6)** supports the social and professional orientation of its participants through facilitating the definition of personal aims in education, employment and training. Also a two week internship with a range of prominent national employer partners exposes the participants to employer expectations and work environments.

The sports activities are a big part of the programme and help to stabilise the overall individual situation and self-efficacy. (UK, NR, p. 45)

Transferable principles of “orienting and stabilising” best practice

- use multiplier agents (GP PT 3),
- low staff ratio to allow for face-to face trust building (GP DE 3, GP PT 1),
- room for experimentation and testing various options (GP DE 3, GP IT 3),
- “non-measure” principle (GP DE 3, GP IT 3, GP PT 1),
- good network of engaging and insertion agents, wide opportunities for referrals (GP DE 3),



- opportunities for work-based learning and practical work, including entrepreneurship with a views to young people creating their own fields of work (GP DE 3, GP IT 3, GP PT 1, GP PT 2),
- opportunity for quick experience of success, e.g., through modular qualifications (GP DE 3, GP IT 3),
- group work (GP DE 3, GP IT 3, GP ES 3, GP PT 1),
- mentoring (GP DE 3, GP IT 3, GP ES 3),
- empowerment (GP PT 1),
- family/wider system involvement e.g., through visits an common consultations (GP PT 1),
- use of national or international volunteering services for orientation and stabilisation (GP PT 3, GP DE 6),
- extension of range of experience, experience of opportunities through field trips, internships, etc. (GP UK 1),
- residential for full immersion in orientation activities in an alternative setting (GP UK 2),
- providers outside the realm of traditional education and training like fire and rescue brigades (GP UK 3) and
- orientation and stabilisation through alternative activities other than formal education, training “exercises,” like sports, theatre, projects, etc. (GP PT 1, GP PT 2, GP PT 3, GP UK 3).

9.3. Inserting

Measures to help youth to progress in the regular system of education, training and employment as well as for preventing them from dropping out of this system have been the subject of many projects and researches, among them the Erasmus+ “NEETS at Risk” (<http://www.preventingneets.eu/>). Many of the elements identified there as being conducive for keeping young people in the system, like work-based learning, mentoring, close contact with employers to give orientation and motivation for continuing education and increasing the social capital of youth already has also been useful in the context of the project “ComNetNEET.” ComNetNEET is however more directly concerned with the re-insertion of youth who have dropped out of the regular system.

Insertion is a very critical step as, at this point, the youth leave the realm of more or less client-centred environments, which are tailored to their own needs. At the point of insertion youth have to prove themselves (again) in environments which follow their own institutional (regular education) or economic (companies) logic.

Project partners have each described good practices which are based on some proven and/or innovative principles for such insertion.



A measure for insertion of youth through preparation, initialising a “dual-system apprenticeship programme” as well as through encouraging and qualifying for entrepreneurial activity is “**Youth In The Wave**” from Spain. An overview can be found in **GP ES 1** of the annex.

The intervention is focused on individualized support for accessing employment and relies on a network of actors from training providers and companies with relations to port work.

Elements include:

- generation of employment for NEET youth in regular companies,
- empowerment of self-employment and entrepreneurship in young people,
- development of dual training programs with insertion itineraries,
- development of sufficient skills for the maintenance of employment and
- improving European mobility through language learning and cultural awareness.

The project views each individual as an agent of its own change rather than projecting expectations of the institutions upon the young person.

The youth is treated as an individual who is capable to interact with a context and an environment. Each individual works with a “Laboral Trainer” for identifying skill needs, closing qualification gaps and staying in contact with the realistic expectations of employers and requirements of society.

Also, after insertion in employment the support is continued. All training is directly labour related, which, according to the partner, constitutes a form of “dual training.”

Individual support activities include:

- sensitization towards employment and self-employment through talks and informative days and courses,
- individual support for employment and self-employment,
- specific training actions (dual training system) through contracts of training and internships in companies, support and mentoring in this training, in particular in shipping companies,
- work with companies: support to entrepreneurs for advice on shaping of contracts and design of career plans,
- advice, guidance and support for clients through supported employment and
- training and support for European mobility through training in languages and European culture.

The project has been inspired by benchmarking related concepts in France and other European countries as well as Canada. (ES, NR, p. 41)

A practice, nominated by the Spanish partner as a good practice for insertion with an emphasis on entrepreneurship, is “**live, learn and start.**” (**GP ES 2**)

Also here the main idea is to encourage youth to perceive themselves as active shapers of their future and as participants in the labour market. Financed by the youth guarantee programme,



youth between age 16 and 30 have access to: group workshops, with a practical, active and participatory methodology, online training, personalized individual counselling and a microfinance programme. “The programme focuses on the person, rather than on the project,” and describes the partner with the goal of job placement through entrepreneurship or of achieving the motivation and skills for employment or further education. The training programme handles concepts such as social and inclusive entrepreneurship as well as the importance of social impact. In addition, among the tools used is the Social Canvas, designed to help social entrepreneurs understand and build better business models for their projects with social impact. The programme lasts approximately two months, complemented by a follow up and follow-up process.

The project “**Choose Our Future**” from Spain (**GP ES 3**) supports insertion of young refugees through the awareness of the regional companies for the client group, research on job profiles in demand as well as detection of offers and new niches, such as the opening of premises or the implantation of new companies.

Mentoring by an experienced person who voluntarily participates in the programme with the objective, first of all, to be an advisor in decisions about the professional career of the participant, and secondly, to be his “godfather” for contacts with companies; this figure of the mentor will be a person with a large business and / or professional baggage, who brings experience, knowledge and contacts. Another element is labour intermediation as well as market prospecting. In this phase, the project collaborates with private placement entities, as well as departments of human resources and with the companies. (ES, NR, p. 45 ff.)

In Italy the **NEETwork project (GP IT 6)** allows young people without formal qualifications to be inserted in a professional context, through a four- to six-month internship, developing the technical and transversal skills that the world of work requires and facilitating the inclusion in a social context different from their own.

During the four- to six-month internship, the beneficiary can understand what the aspects of interest for the activity performed are, thus being able to obtain information with respect to the actual professional interests.

The provision of an internship to each participant is also a support for the youngster’s own income and therefore a motivation to search for employment at the end of the internship. (IT, NR, p. 13)

The **ORIENTA.TE** project in **Portugal (GP PT 1)** develops soft skills relevant to employability (e.g., self-confidence, teamwork, responsibility, creativity, time management, etc.), taking advantage of the group’s potential for the training of these skills as well as IT skills. The social capital of participants is strengthened by increasing the awareness for and contacts to educational and professional development opportunities, through vocational experimentation (internships during a week or month), visits in companies (1 day), job shadowing and mentors.

The intervention uses community networking: the transition to formal systems, such as education and training, is supported by the local partners (local schools and VET centers). Even



when participants are integrated into the formal systems, they continue to be supported by the project, avoiding dropout (individualized support). (PT, NR, p. 45)

The project **Ideraia** in Portugal (**GP PT 2**) is an example of a territorial network for employment. It fosters the sharing of information and experiences between complementary entities and facilitates the creation of collective strategies. According to the partners, the voice of young people is given priority, e.g., through a youth forum, which is a space for participation, discussion and building solutions. Another means of insertion are Internships and Mentoring with a total duration of 450 hours and two-month NGO internships. Youth are exposed to potential employers and business partners through a public session, in which the participants presented their business concept before a jury composed of businessmen and “Business Angels.” An Exchange Market is an instrument of valorisation of work, of knowledge, of cooperation and of local creativity, where solidarity is stimulated. Two initiatives were carried out, both in the centre of the city, where there were 25 participants in each initiative. The Municipality of Covilhã makes available, through the Parkurbis Incubation Association, access to a set of physical resources to consolidate the various projects. There also have been 16 internships in NGOs, lasting 2 months each (once a week) to develop organizational skills.

The **UK** the “**Ealing Pathways**” (**GP UK 1**, UK NR p. 40 ff.) uses internship with local authorities and other employers as well as building of certifiable skills (Level 1 employability qualification) to foster insertion in more formal education, training or employment. (UK, NR, p 41)

The **Prince’s Trust Programme** (**GP UK 4**), while focusing on personal development, internships and other work-based learning elements as well as the building of relevant skills, prepares for insertion in education and training. Such insertion is an outcome that is to be achieved within three to six months after the programme. The programme aims at the self-efficacy of the client. There is no information about specific transferral mechanisms for insertion and/or how it is assured that the programme stays in touch with the client and/or the support is continued until it can be phased out.

The **Academy Programme** (**GP UK 6**) supports the insertion of its clients through internships with a group of major national employers. Also the Academy offers continuing support and accompaniment and engages former graduates as staff/volunteer or ambassador of the Street League. (UK, NR, p. 47)

Transferable principles of “insertion” good practices

From the good practices which are described by the partners the principles to follow can be identified:

- well-prepared internships are a main means of insertion (GP ES 1, GP DE 3, GP IT 6, GP PT 2, GP UK 1, GP UK 6),
- orientation to “dual training” (instruction plus company based work based learning) (e.g., GP ES 1),
- cooperation with employers on skills profiles (GP ES 1, GP ES 2, GP IT 5),
- orientation to the needs of specific employers, approach by sector (e.g., GP ES 1),
- preparation for entering an apprenticeship (all practices in DE),



- entrepreneurial thinking to start a business or for being a more effective employee and/or making a societal impact (GP PT 2, GP ES 2),
- European mobility as an opportunity for insertion (GP ES 1),
- continuation of support after initial insertion (GP ES, 1, GP BP 1),
- individual coaching and mentoring (all),
- youth as active shapers of insertion (all),
- social entrepreneurship as an opportunity for insertion (GP ES 2, GP PT 2),
- micro-credit support (GP ES 2),
- demonstrable project results to facilitate business/employer interest (GP PT 2) and
- specific for Germany (GP DE 3 and 4): orientation to insertion in full dual system apprenticeship as a standard aim for insertion measures. Insertion without orientation to a full professional qualification is regarded as unsustainable, precarious and undesirable.

9.4. Institutional cooperation and coordination

Local/regional coordination of measures of social integration and insertion of NEETs is a particular field of interest of the project. While territorial approaches have been discussed for a while (as in the EC programme ADAPT and EMPLOYMENT, see Stahl/Schreiber 2003 for an overview), only in recent years has local cooperation been at the forefront of the discussion about the integration of NEETs. As the national reports from the partners' show, even in those countries where the NEET rate is low, a lack of coordination and cooperation of the relevant agents is a main point of criticism.

This lack of coordination is particularly worrisome whenever NEET with a high level of need for social (re-)integration and individual (re-)orientation require the expertise of the sub-system of youth and social support agents and the regular education, training and employment institutions. Another point which is widely discussed in the national reports is the mobilisation of the civil society in particular of the local communities, including the local employer who is required to effectuate the sustainable re-integration of NEETs. Face-to-face contact and trust building can avoid the rejection of individuals merely by the patterns of their formal characteristics/paper trails.

The good practices chosen by the partners give examples of such cooperation.

In Germany the model of **Youth Employment Agencies (GP DE 5)** is a major reform initiative to develop one-stop government for all matters of employment related to youth policies.

In order to improve the cooperation between and coordination among the various institutions which are responsible for young people in a NEET situation (Municipal Youth Support Services, Municipal Agencies for Employment (responsible for basic social benefits independent of entitlements within the unemployment insurance system)) and employment agencies (responsible for those inside the unemployment insurance system and for the initial vocational guidance of youth), youth employment agencies are set up in all of Germany. As a representative recommendation for shaping such agencies, the German report summarises the



recommendations for the state of Bavaria, which have been developed by the tripartite board of the agency for employment (employers, unions, ministries) (http://lagjsa-bayern.de/wp-content/uploads/2018/01/JBA_Empfehlungen.pdf).

The recommendations define the agencies as forms of cooperation between the above-mentioned actors. A one-stop shop setting is recommended, where representatives of all relevant institutions are accessible in one place.

A preventive approach should be followed through close cooperation with schools from an early stage, along with the aim to facilitate transitions along the chains of education through early orientation, provision of internships, referrals to specific support and assurance of accessibility of all relevant support. When a one-stop solution cannot be maintained, all institutions should assure smooth transferrals between institutions and serve as access points to the whole support system “referral hand-to-hand.”

The aim is a harmonisation of activities along a common case management centred not on institutional responsibility but on individual needs.

“Circular referrals between institutions” (Maßnahmeschleifen) should be avoided and a logical sequence of support from engaging in integration in work should be achieved.

This requires an in-depth mutual knowledge of the resources, logic and potential of all actors, which has to be developed through mutual and common training and exchange.

Youth with a migration background are a particular target group and should be pro-actively accessed (engaged) to inform and integrate them in the support system.

Low barrier access possibilities and material assurance regarding mobility (through funding transportation) should be provided.

Operational principles include:

- clearing and decision about common responsibility,
- development of a common plan of support and integration in cooperation with the youth and common case workshops (possibly with further relevant actors),
- navigation agent for access to other support (e.g., health, finances, childcare) and
- inclusion of family and other relevant relatives and friends and/or custodians.

The recommendations emphasize that the youngsters themselves must be included in all activities as “experts of their own situation” in order to increase motivation and insight.

The agency should be thoroughly monitored and evaluated and quality assured for which a set of indicators is suggested.

Some of the good practices described by partners rely on a networking approach, often on a regional level and sometimes with an approach by sector.

The project “**Young in the Wave**” from Spain (GP ES 1) combines experience in programmes with young people and employment in various foundations and associations, with experience in port training and human resources for the shipping companies of the Valencia Port



Foundation and the European presence of EUSE as a catalyst and evaluator, as well as promoter of good practices in Europe. With this, the aim is to promote, together with the Bosch Foundation, a constant employment network with a success in the itineraries of young people.

An example of regional/community embeddedness and support of interventions is the good practice **Orienta.TE E6G (GP PT 1)** in Portugal. All activities are coordinated by the provider TESE at a local level with the support of additional 8 partners. In the daily project activities, the project involves about 60 other local organizations to make sure that suitable responses to young people's needs are available (PT, NR, p. 45)

The **project Ideaia** in Portugal (**GP PT 2**) is planned and implemented by the promoter in partnership with the municipality, its business incubation centre Parkubis and the local University (UBI).

In Portugal promoters like YUPI, the promoter of "**Realizing Youth Potencial**" (**GP PT 3**), along with implementing their specific project, also aim to influence the context, influencing local and national decision-making processes related to those programmes, so they can respond to real and current needs of youth. YUPI also participates in various local cooperation networks such as the Youth Munitions Council (CMJ) or the Inter-Parish Social Commission (CSIF).

The best practices in the **UK** are all planned and coordinated in a socio-spatial context.

The **Ealing Pathways Programme (GP UK 1)** is closely coordinated with the local authority, recruits through a network of local organisations and institutions and relies on local employers to provide internships.

The **Prince's Trust (GP UK 4)**, while being a charitable program on national scale, works through delivery partners from a wide range of organisations. While the integration in specific, local/regional strategies are less apparent from the available information, the range of delivery partners, which includes, e.g., fire and rescue, shows a strong community and civil society orientation. This opens up the community of traditional education and training providers to the wider local community and therefore realises the principle of lifelong learning.

The **Academy Programme (GP UK 6)** follows the same principle. It uses to a high degree non-"educational" (sports, community action) activities to achieve educational/training goals. When such general competences are built, the next step is directly employer related, skipping the step of formal professional skills formation with educators/training providers. Such formal learning is not the prerequisite of insertion, but insertion in education is however an outcome of this non-formal building of civic competences.

This community orientation is, however, not matched by an active role of the community and/or public institutions as coordinators of the social integration and educational/employment transition system. As the partner assesses, "the coordination of activities is ensured by the delivery and lead partner. If other actors such as companies for the provision of work placements are needed, this is managed by the lead partner." (UK, NR, p. 37) Where a community/institutional coordination is lacking, the coordination (case management, organising transferrals) has to be achieved by providers and the clients own activities. Where



there are capable providers with a wide range of activities and networks, this can be a chance; where the resources of providers and individuals are more limited, this can be a limitation.

Transferable principles of “coordination and cooperation” good practice

- coordination by state (federal/community) agencies with funding power to assure leverage,
- creation of one-stop government agencies for the whole field of youth employment issues, including social and employment related services,
- clear leadership, wide network,
- sufficient time to develop network procedures and trust, consistency and stability,
- use of methodologies from both fields (client-centered youth work, vs. result- based employment policies (challenging and supporting) in a balanced and situation adequate way,
- coordinated case management until final insertion is achieved (“do not lose anybody”),
- development of an integrated plan of development for each youth including the participation of the youth in planning such as “experts of their own situation,”
- mutual knowledge of resources, logic of action and potential of all actors must be built,
- common training and exchange of experiences,
- development of project-inspired networks (e.g., for the implementation of the Youth Guarantee funded measures) into permanent structures,
- networks by sector,
- providers of training or youth services with a high organizational capacity and resources can be coordinators of a wider network of actors and managing various stages/sub-measures including repeated internal referrals in which regional state agencies do not have the responsibility/capacity/mission to provide such coordination,
- business/provider/university cooperation and
- involvement in local/federal policy making.



10. Recommendations

The ComNetNEET partners have researched main points of suggestions made for better community-based approaches and work-based learning in the literature of their countries as well as in the public policy discourse.

The aim is to review how far the approaches to be developed in the ComNetNEET model are in accordance with a greater trend and consensus in their countries or how far the project needs, based on the analysis of good practices and policies in all of the partner countries, to suggest additional innovative interventions not currently being discussed by actors and the scientific community.

There is a wide and in-depth discussion in the European institutions, think tanks and international organisations going on, which yielded a number of detailed studies which explore the field, many of them the result of policy consultations (Eurofound 2015, 2016, 2017; ILO 2018, [Style-research.eu](http://style-research.eu)). The point of this chapter is not to reproduce or even to summarise these studies, but to sum up the lessons learned by the partners of the ComNetNEET partners from studying the research in their own countries and from reflecting upon selected good practices. A point-for-point comparison of the results of this exercise with the rich results of the research on European level mentioned is beyond the scope and aim of this research. Nevertheless, we will point to selected publications from this research, either to affirm the results from the point of view of the ComNetNEET practitioners or to suggest additional points for further exploitation.

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

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

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

Benchmark expertise, which synthesized the prior discussion on regional approaches of public management in the area and which had been commissioned by the federal state and a state commission for education planning on the cooperation of youth and education (<http://www.blk-bonn.de/papers/heft86.pdf>), policies for the “promotion of social and vocational integration of disadvantaged youth,” have been groundbreaking with regard to the



conceptions that were to be implemented in the almost two decades since then. The expertise claims that main factors of success of cooperation are:

- equality of cooperation partners,
- a coordinating body which has the trust of all cooperation partners,
- sufficient human and financial resources,
- transparency for the actors and the target group,
- a political mandate and continuing support and
- a one-stop access point for the target groups.

These principles have been used in coordinating the fragmented landscape of responsibilities and funding in Germany.

Recommendations on work-based interventions: Work-based learning can be taken for granted in Germany. All agents and social partners accept work-based learning within the dual system, but also a high degree of work-based learning in other interventions in training-provider-shaped settings are also accepted as the state of the art.

Nevertheless, the system is being further developed on a permanent basis. This is mainly done by action research commissioned by the federal “Institute for Vocational Education and Training.”

One of the major framework programmes in recent years has been devoted to adapting the dual system to the growing heterogeneity of learners.

Next to a thorough implementation of the concept of educational chains, i.e., consistent facilitation of transitions, individual support at every stage and a networking of all relevant actors, the intercultural opening of all institutions involved is required to secure the effectiveness of the dual system.

In particular, the inflow of a new wave of migrants and the fact that up to 40% of youth in metropolitan areas have, in fact, a migration background, hint at the inappropriateness of the mental models in which the apprenticeships in companies are tailored to the needs and prerequisites of a standard white, German male trainee.

An expansion of training staff with migration backgrounds, acknowledgement of diverse educational and cultural prerequisites, opportunities for the parallel development of professional, cultural, social, linguistic and occupational competences must be more developed in companies.

Businesses with migrant backgrounds must be secured for providing training within the dual system. https://www.bibb.de/dokumente/pdf/5_cemalettin_oezer.pdf

The pilot programme, which included 18 individual projects, has been monitored and evaluated by ISOB GmbH in a consortium of three partners. (<http://www.isob-regensburg.net/joomla3/index.php/en/projects/metaguidance-of-pilot-programmes> (Jablonka, P., Jenewein, K.; Marchl, G. (2016)) (DE NR, p. 41f))



In summary, the importance of social integration and outreach to hard-to-reach groups has been increasingly acknowledged in recent years. This also impacts the traditional system of work-based learning in apprenticeships. These are being reformed to be more flexible and open to non-traditional groups of learners, which includes support by training providers to assure the training maturity of trainees and a proper social stabilisation and sustainable integration in stable and well-paying work.

The report from Portugal points to the multi-dimensionality of efficient measures. Instead of trying to directly match the group to employers, often it is required to prepare and support this matching by a wide range of support which involves a network of local actors. Further on, the report points out that the youth must be engaged in designing and implementing the policies. Here the guiding principle of Programa Escolhas “we work with youth, not for them” has been adopted. In the field of **work-based learning and apprenticeship**, the report identifies itself with the leading working paper on the issue on EU level, which is referred to in detail.

Some main points recommended in the discussion in Portugal include:

- “local partnerships and consortiums in a decentralization and co-liability perspective,
- project activities sought not only to match young unemployed people with employers in the region, but involving a wide range of stakeholders, including family members and youth workers to address this issue,
- children, youth and families’ empowerment, favouring skills development in multi-dimensions and having the support of local entities, Project’s proximity to youth – ‘we work with them and not for them’ (Programa Escolhas), Encouragement of youth participation, since the diagnostic to activity assessment, as a strategy for autonomy development – with reference to Youth Assemblies, Community facilitators – young leaders from the project’ territories that contributes to social dynamic sustainability, demanding monitoring and evaluation methodology that contemplate local participation in the diagnostic and action plan and frequent report.” (PT, NR, p. 57)

In the United Kingdom stakeholder networking and engaging civic initiatives are key to tailored intervention. Initiatives need to be guided by evaluation and monitoring and must be sufficiently funded. The report summarises the discussion in the points to follow:

The analysis of different community-based and work-based learning approaches identified a number of elements that could improve conditions for community-based and work-based learning. These include ensuring that they build on:

- “setting up a network of local stakeholders that can support local initiatives and input into the delivery of programmes by, for example, making links with providers or employers, or providing opportunities for work experiences and community projects,
- a knowledge of what support and further services are available in the area to help those facing particularly challenging circumstances, such as caring responsibilities, homelessness, or drug addiction,



- support from national and local government to fund their implementation and ongoing development,
- the implementation of high quality monitoring and evaluation systems to collect outcome data to help fine-tune delivery, demonstrated impact and ease access to additional funding.” (UK, NR, p. 32)

In summary, in those partner countries in which this point was discussed, the partners affirmed the socio-spatial approaches, and work-based learning approaches are recommended by literature and relevant actors.

While in all of the countries efforts are currently made to implement these approaches, an overall European model based on the mutual review and adaptation of the respective good practices is lacking.

The high degree of consensus should be conducive to developing such a model, taking into account national particularities.

The recommendations to follow are based on these recommendations summarised from the literature as well as on the analysis of individual or common principles of the good practices which the partners have chosen to present in the areas of social inclusion and re-insertion of NEETs, including their cooperation and work-based methodology.

While the initial study, within the limited resources available for the task, has studied quite a wide range of available literature, the recommendations are made from the perspective of practitioners in the field who have studied this literature for guidance and draw on the practical experience of themselves and their expert organisations. No in-depth comprehensive discussion of all aspects mentioned is intended, but rather a validation of some aspects of practice as well as suggestions for fields of future further policy development.

The recommendations to follow intend to contribute to shaping individual measures as well as shaping policies on the local/regional, national and European level. We mainly highlight those recommendations which are relevant in all of the partner countries, while recommendations which are specific to the situation in individual partner countries are covered in each national report.

Recommendations for shaping individual measures

- **Coordinability:** each measure must not stand alone but needs to be planned and organised as to prepare the transition to the next step. As the research and principles of good practices have shown, each measure is part of a wider system. The intervention must be justified not by its traditional existence, but by its contribution towards an overarching goal. Only rarely can individual measures/projects achieve the complex and multi-dimensional social and professional integration, as they are dependent on each other and (re-) insertion to the standard system of education, training and employment is often a longer term, multi-faceted process. Many measures suffer from a promise to do everything, while they are, in



fact, effective only in a particular part. Each intervention, therefore, must be compatible with an overarching case management on the regional level (coordination of portfolio of providers) and/or provider level (transferral inside provider);

- **All measures must be planned according to a defined aim, e.g., what should be achieved according to a measurement of social integration as a prerequisite for insertion;**
- **Measures for insertion must prove employer demand and employer contacts, e.g.,** through availability to provide internships and a proven record of successful transitions. Measures which aim to use elements of the successful dual apprenticeship schemes rely on this principle. As the employers are in the driver's seat of providing placements, their real needs (quantitative and qualitatively) determine the supply of training offers. A mismatch therefore is less probable;
- **A portfolio of measures must consider the different profiles inherent to the NEET group as well as their different needs.** Social support / (such as social worker support, mentoring, social assistance, complementary training and education) must continue to support the next step, e.g., during an apprenticeship. Ideally this support should be delivered by the same persons where trust has been built. What will work for young people who drop out of school may not work for young people with tertiary education who are taking a strategic pause or that want to be YouTubers;
- **For the target group of NEETs, qualification and social support must be balanced at any time.** As the analysis has shown, social un-integration can be a factor which makes insertion into the education and employment system harder, but unemployment may also lead to social un-integration or at least a crisis of motivation and orientation. Skill-building alone, therefore, is not enough, but overall participation, activation and the building of social capital (individual and social resources) must be supported;
- **The forming of multi-professional teams of educators, social workers and psychologists to shape interventions can make sure that the appropriate** balance between elements is not being determined by the needs and traditions of the provider (e.g., efficiency of facility use, scale effects, etc., but by the appropriate challenge level and needs for the client. If, for example, a client can only attend instruction/learning for two hours, this should be respected even if institutional tradition is to teach for eight hours ...); and
- **Measures should be** consciously modular in order to allow for easy access, immediate gratification and positive feedback and individualised pathways, while keeping the overall aim of achieving a sustainable level of qualification and social competence to make a living on the market place in mind. Each intervention must be functional within a "chain of education, social integration and training" with the final aim of acquiring a stable social situation. The main means to this is achieving a level of qualification which is in demand and sufficient to be competitive in the market place and gaining sufficient income. Insertion in appropriate apprenticeships is one model of achieving such qualification, while other models of work-based vocational training can



effectuate the same if it is made sure that there is employer demand for the qualification. This can be provided by training providers as well as in-company training schemes run by employers.

A good portfolio of interventions must include measures with a focus on reaching out to all potential clients, also those who are hard to reach (“**engaging**”), orientation, stabilisation and insertion to regular education, training and employment.

For shaping interventions for “engaging” the principles of good practices described in ch. 9.1 should be applied, among them:

- low barrier access,
- face-to-face contact,
- good knowledge of target group preferences and habits,
- good knowledge of labour market trends, dynamics and needs,
- including the family and other social system,
- work through (informal) youth groups and “scenes,”
- attract by providing otherwise inaccessible resources for sports, arts, culture and communication,
- clearly communication of ““what’s in it” for young people,
- communicate with young people through media used by them,
- measure/project communication should be presented as a great opportunity (eg., for personal growth) for young people and not another support service that places the tonic on the fact that young people “need help” because they are NEET and
- have a wide, relevant and local partner network.

For the “orienting” and “stabilizing” element, the main recommendations are derived from the principles identified in ch. 9.2, the most important being:

- use multiplier agents outside traditional education and training to increase the social capital of the clients,
- follow a “non-measure” principle which puts individual needs before curriculum,
- include soft skills and employability skills as training components (through non-formal education and work based learning strategies),
- including the family and other social systems,
- build and maintain a good network of partners for engaging, e.g., social and youth work organisations, but also for referrals, particularly to employers, organisations by sector and NGOs to provide opportunities for work-based learning and further referrals,
- empower youth to shape the interventions in all stages and become more self-organised,
- use mentoring and coaching schemes,



- embed all orienting and stabilising interventions in the community to build trust, increase contacts and enhance the image of the clients,
- embed entrepreneurial thinking in the aims of orientation to increase self-efficacy and increase career options and
- use national and international volunteering schemes, non-education and training activities like sports and arts and alternative providers from “real life.”

Recommendations for shaping the “insertion phase” include:

- awareness campaigns among companies to promote youth integration after the internships,
- use well prepared internships in companies and organisations,
- build and expand apprenticeship-type training opportunities involving companies,
- include other experiences with direct links to companies (eg., job tours and job-shadowing),
- involve companies directly in project partnerships based on win-win approaches,
- prepare for national and European mobility,
- continue social and educational support (including mentoring and coaching) after initial insertion and
- entrepreneurial thinking for all clients and social and general entrepreneurial schemes, including micro credit programmes for the most active clients, can be a means of insertion.

Recommendations for shaping policies on local/regional community level

- **Follow a multi-stakeholder multi-agency approach:** Most of the partners report good results from a close cooperation between all relevant actors on the local level. Various actors have different approaches and competences which have to be used in a targeted way. In particular, a closer cooperation of youth support services, schools, employment agencies and employers has been in the focus. In many places, voluntary work is integrated in such cooperation, as are NGOs and universities. Bridging gaps between several different legal and institutional systems remains a challenge;
- **Develop an overall plan of social and educational inclusion.** Engage all relevant community stakeholders in developing and implementing the plan;
- Base local/regional planning on **monitoring the relevant developments.** Monitoring of public statistical data does not suffice and risks overly simplistic outcome oriented control mechanisms, which risk failing the neediest groups of youth and ignoring progress made towards sustainable social integration. Collect relevant qualitative and quantitative data, conduct focus groups of relevant actors and youth and monitor the situation regularly. Round tables of representatives of professionals from the field and citizens with an insight into the less obvious “scenes” and niches of society are also



good ways of collecting information which is relevant for shaping policy in an effective manner. The round table should be multi-disciplinary and involve the expertise of expert citizens;

- **Be active to also reach out to harder to reach groups (engaging):** In comparison to the final beneficiaries/target group, all assistance must have a trustworthy, approachable face. Many in the target group have had bad experiences with institutions. Don't wait until they come. Make an overall outreach strategy to re-attract to the system in general, beyond individual measures. Build interface towards the various communities/"tribes" of clients. Who do they look to? Who do they trust? Who can be a credible mediator?
- **Consider interculturalism and intercultural opening in the overall planning of integration policies:** depending on local/regional specifics, differences in the understanding of the mechanisms of education and training can result in deficits in accessibility of the system. Regional systems therefore must assure adequate participation of diverse groups in education and training planning and evaluation;
- **Form regional networks for monitoring, planning and implementing youth education, training, social and employment policy independent from any specific funding programme.** Programmes and projects often have proven to be dependent on political changes and cycles of financing from various sources. Strong regional networks and alliances of players can work together to use various programmes, projects and funding sources in order to support an own consistent policy to be tailored to regional needs, implemented by an open network but with an relatively stable core of key actors and shared conceptual insights. Providing some additional community funds can be leverage for participation;
- **Use the principle of case management: Develop and follow an individual plan for orientation and insertion for each client which is monitored by one and can be implemented by many institutions.** The client should be included in the development of the plan; and
- **Cooperate in training and a multidisciplinary exchange of teachers, trainers, social workers and youth organisations as well as in particular companies and other employers in order to assure a quality orientation of learners through better orientated trainers.** Only if the staff working with youth has a wide and in-depth overview of regional resources can it provide quality orientation. To this end getting such an overview and maximising the interfaces with relevant organisations and in particular with employers must be a routine part of training professionals. Regional networks can facilitate such training.

Recommendations for shaping policies on national level

- **All policies must address the overall social situation and social opportunities. Education and training are not enough.** As the experience reported by partners



demonstrates, measures in education alone cannot be expected to have good results. A stable social situation, sufficient livelihood and sufficient infrastructure (housing, transportation) are prerequisites of educational success. In all countries studied, educational success is closely related with the social situation of parents. National policies therefore must work to provide sufficient livelihood and economic opportunities to parents. As an **immediate** measure, schools (preventive) as well as the system of social (re-)integration must **compensate** for shortcomings of the social situation of parents;

- Preventive measures such as the expansion of early childhood education and day care and the distribution of food and healthcare via schools must be continued to dropouts from the regular system by the system of youth and social support and providers of training. **Measures for re-insertion in to the system must be places of holistic integration, not only of education;**
- **Take account of the realities of a more diverse society**, which requires more diverse and flexible opportunities and pathways of education and training for a wide range of learners who come from different backgrounds, are of different ages, ethnic or national backgrounds, health and biographies. There must be more flexibility to enter into quality education and training at all ages, from all educational and lingual prerequisites and social situations;
- The holistic mission of the system of re-insertion must be reflected in the network design and in the **funds** which are made available. Education and training for a more diverse society is more complex and, therefore, requires larger funds to be spent for the general system as well as for experimentation and the scouting of interventions, which responds to newly detected needs;
- National funding policies must **level out differences** in the economic strength of regions to make sure that in particular the economically weaker regions have sufficient funds to maintain quality integration systems;
- The level of funds as well as the efforts for experimentation and development must be used in a **stable and dependable** way. Short-termism of project-related activities and ad hoc interventions can be necessary, but uncoordinated stop-and-go policies should be avoided;
- Also this holistic mission must be clearly communicated, including in **training curricula for educators and social workers. Multi-disciplinary exchanges** of experiences and creation of mutual understanding of the professional principles of the related professions must be fostered by initial and continuing training of professionals in the field;
- **Empower local/regional coordination:** While maintaining a conducive national legal and statutory framework, national policies must allow for local/regional coordination of the relevant actors;



- **Make funding dependent on short, mid-term and long-term local/regional planning and coordination of youth integration policy as well as results/ impact achieved;**
- As **work-based learning and particularly apprenticeship schemes**, while providing first class skills formation for companies, have also proven to be successful means for training of youth who prefer a more hands-on and practical way of learning, these schemes **should be expanded**, following the specificities of national traditions, while integrating international experiences and good practices. The recommendations of the **European Alliance for Apprenticeships** should be followed (European Alliance 2017);
- When planning for the expansion of **apprenticeships the needs of a wide range of learners must be considered**, from individuals with completed or partial academic education to those in a difficult social situation and lower educational prerequisites. Appropriate complementary social support and accompaniment must be planned and implemented;
- National policies must **encourage the social partners** to actively develop and strengthen the role of companies as places of learning, which includes consulting them on administrative procedures, didactics and organisation of work place learning through facilitation of such engagement as well as conditionality of other support on an active role in education and training;
- Encourage and fund an international perspective in education and training. Mobility can help to mitigate imbalances in labour demand and many learning opportunities are available only through international exchange. Mobility, therefore, should be encouraged and funded; and
- Participation in **voluntary services** can be a good opportunity of orientation and learning for youth. Such schemes should be encouraged and funded.

Recommendations for shaping policies on European level

- further develop the conceptual foundations of the **European Youth Guarantee**,
- strengthen planning and holistic approaches,
- encourage **subsidiary** approaches and local/regional coordination,
- encourage the **coordination** of social, youth and education policies,
- foster the **Europeanization** of these policies,
- encourage work-based learning and mandatory vocational orientation, e.g., through mandatory internships, participation in vocational training as a benchmark indicator, etc.,
- follow-up on encouraging the principle of social inclusion and equal access to education which does not set the potential result of inclusion (e.g., mastery of host country language) as a prerequisite of access to education,
- set **targets** for member states for more equal educational and training outcomes and reduction of social selectivity,



- continue to encourage the use of **digital media** to assure access to learning opportunities independent from mastery of host country language. Organise certification and Europe-wide accreditation of outcomes of such learning and
- **enforce and support work-based learning as a paradigm in all types of education and training:** evaluation of national education policies along a high share of tertiary education have discouraged and devalued vocational and work-based learning. There is no contradiction between academic and work-based education. A relevant subgroup of NEET is academics who fail to enter quality education because of skills mismatch. Recommended horizontal careers and early matching of candidates and employers. Set dual studies as an example. Encourage pathways for dropouts from academic education. Communicate relevant general competences of academics to companies.



Bibliography

Project internal working papers

DE, National Report: State of the art: good practices of social inclusion (through work based learning strategies) targeted at young people in the partners' countries - Literature review from Germany - V2.1; Ms Regensburg 2018

PT, National Report: State of the art: good practices of social inclusion (through work-based learning strategies) targeted at young people in the partners' countries: Portugal FINAL REPORT FROM PORTUGAL; VERSION 7; 14 – 06 – 2018, Ms, Lisbon

IT, National Report: State of the art: good practices of social inclusion (through work based learning strategies) targeted at young people in Italy Ms Vicenza 2018

ES, National Report: IO 1 State of the art: good practices of social inclusion (through work based learning strategies) targeted at young people in the partners' countries: Spain, Ms 2018

UK, National Report: State of the art: good practices of social inclusion (through work based learning strategies) targeted at young people in the partners' countries - Literature review from the UK, Ms London 2018

Community Networking for Integration of Young People in a NEET Situation: O1-A3 Identification of social intervention measures: Building networks of community support for NEETs: good practices from Europe; Ms Regensburg 2018

Community Networking for Integration of Young People in a NEET Situation: IO 1- A 2: "What Kind of Support Networks Do NEETs Need?" - Criteria of Good Practices - Synthesis of Partner Countries' Reports, Regensburg 2018

Germany

Autorengemeinschaft (2016): Jugendarbeitslosigkeit und Hartz IV. (Arbeitsmarkt aktuell, 2016,04), Berlin, 15 S.

Bacher, J. et al. (2013): UNTERSTÜTZUNG DER ARBEITSMARKTPOLITISCHEN ZIELGRUPPE „NEET“ Studie von ISW, IBE und JKU im Auftrag des Bundesministeriums für Arbeit, Soziales und Konsumentenschutz SOZIALPOLITISCHE STUDIENREIHE BAND 17. Wien. Retrieved from: https://www.sozialministerium.at/cms/site/attachments/2/6/0/CH3434/CMS1459845044748/26_bmask_neet-studie.pdf

Beicht, U. (2015): Berufliche Orientierung junger Menschen mit Migrationshintergrund und ihre Erfolgchancen beim Übergang in betriebliche Berufsausbildung: Überblick über Ergebnisse quantitativer Forschung der letzten zehn Jahre in Deutschland sowie vergleichende Analysen auf Basis der BIBB-Übergangsstudien und der BA/BIBB-Bewerberbefragungen, Bonn

BMBF (2016a): Bildungsbericht. Retrieved from: <https://www.bmbf.de/de/bildung-in-deutschland-2016-3010.html>

BMBF (2016b): Berufsbildungsbericht. Retrieved from: https://www.bmbf.de/pub/Berufsbildungsbericht_2016.pdf

BMFSFJ (2016): 15. Kinder- und Jugendbericht. Retrieved from: <https://www.bmfsfj.de/.../15-kinder-und-jugendbericht-bundestagsdrucksache-data.pdf>

Brzinsky-Fay, C., & Solga, H. (2016). Compressed, postponed, or disadvantaged? School-to-work transition patterns and early occupational attainment in West Germany. *Research in Social Stratification and Mobility*. Online first.

Dethloff, R. (2016): Sozialraumorientierung im Übergang Schule - Beruf : Potenziale und Rahmenbedingungen Marburg

DGB Bundesvorstand (2014) : Für eine sozialstaatliche Arbeitsmarktpolitik: DGB-Vorschläge zur Neuausrichtung der Arbeitsförderung; Retrieved from: <http://www.dgb.de/themen/++co++080aed2a-01c1-11e4-a4e3-52540023ef1a>

Dietrich, H. (2012). Youth unemployment in Europe. Theoretical considerations and empirical findings. Bonn: Friedrich-Ebert-Stiftung.

Dietrich, H. (2015): Jugendarbeitslosigkeit aus einer europäischen Perspektive. Theoretische Ansätze, empirische Konzepte und ausgewählte Befunde IAB Discussion Paper 24/2015 Retrieved from: doku.iab.de/discussionpapers/2015/dp2415.pdf



Djl (Mögling, T. u.a.) (2017): Entkoppelt vom System. Retrieved from: https://www.vodafone-stiftung.de/uploads/tx_newsjson/Entkoppelt-vom-System_01.pdf

European Foundation for the Improvement of Living and Working Conditions. Eurofound (2012). NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe

Hofmann, E. (Hrsg.) (2016): Jugendberufsagenturen – Policy Paper und Empfehlungen. Retrieved from http://www.kas.de/wf/doc/kas_45230-544-1-30.pdf?160519095744

IAB Aktuelle Informationen 15/2016 (2016): Jugendberufsagenturen und die Vermittlung von jungen Erwachsenen in Ausbildung und Arbeit. Retrieved from: http://doku.iab.de/aktuell/2016/aktueller_bericht_1615.pdf

Jablonka, P., Jenewein, K.; Marchl, G. (2016): Handlungsansatz und Vorgehen der wissenschaftlichen Begleitforschung im Modellprogramm „Neue Wege/Heterogenität“. In: Westhoff, G., Ernst, H. (Hrsg.): Heterogenität und Vielfalt in der beruflichen Bildung – Konzepte, Handlungsansätze und Instrumente aus der Modellversuchsforschung, Bielefeld 2016, S. 83-103

Jenschke, B., Schober, K., Fröblich, J.(2011): Lebensbegleitende Bildungs- und Berufsberatung in Deutschland Strukturen und Angebote. Berlin. Retrieved from: http://www.forum-beratung.de/cms/upload/Veroeffentlichungen/Eigene_Veroeffentlichungen/NFB_MASTER_Broschre_deutsch_V02.pdf p.16

Kieselbach, T.; Beelmann, G.: Arbeitslosigkeit als Risiko sozialer Ausgrenzung bei Jugendlichen in Europa. ApuZ 6-7/2003

Kronauer, M.: Inklusion – Exklusion. Eine historische und begriffliche Annäherung an die soziale Frage der Gegenwart, In: Kronauer, M. [Hrsg.]: Inklusion und Weiterbildung. Reflexionen zur gesellschaftlichen Teilhabe in der Gegenwart. Bielefeld : Bertelsmann 2010, S. 24-58.

Kooperationsverband Jugendsozialarbeit (2017): Hintergrundpapier Sanktionsregelungen im SGB II: Keine Schlechterstellung junger Menschen!; Retrieved from: http://207.154.248.75/wp-content/uploads/2017/07/KV_Hintergrundpapier-Sanktionen-U25.pdf

Langenkamp, K; Linten, M.: (2017): Übergänge: Jugendliche an der ersten und zweiten Schwelle (Auswahlbibliografie) Bundesinstitut für Berufsbildung; Retrieved from: <https://www.bibb.de/auswahlbibliografien>

Matthes, S.: (2015): Die demografische Entwicklung und ihre Auswirkungen auf den Übergang Schule – Berufsausbildung. In: Dreizehn ZEITSCHRIFT FÜR JUGENDSOZIALARBEIT 13 Mai 2015. Retrieved from: http://jugendsozialarbeit.de/veroeffentlichungen/fachzeitschrift-dreizehn/attachment/13_13/

OECD (2005): Berufsberatung – Ein Handbuch für Politisch Verantwortliche. Retrieved from: http://www.schulpsychologie.at/guidance/policy_handbook_de.PDF

OECD (2016): Society at a glance. Retrieved from: www.oecd-ilibrary.org/social.../society-at-a-glance_19991290

Pfeiffer, F., & Seiberlich, R. R. (2010). A socio-economic analysis of youth disconnectedness. Soep Papers 291. Berlin: DIW.

Pfeiffer, F., & Seiberlich, R. R. (2011). Disconnected young adults in Germany: initial evidence. Schmollers Jahrbuch, 131, 253–262.

Protsch, P. (2014): Probleme auf dem Ausbildungsmarkt Warum für Jugendliche mit Hauptschulabschluss der Einstieg so schwer ist WZ Brief Februar 2014. Retrieved from: <https://www.econstor.eu/bitstream/10419/97262/1/785491988.pdf>

Ricarda Dethloff, R. (2016): Sozialraumorientierung im Übergang Schule - Beruf : Potenziale und Rahmenbedingungen Marburg

Sachverständigenrat Deutscher Stiftungen für Migration und Integration (2017): Jahresgutachten 2017 Retrieved at: https://www.svr-migration.de/wp-content/uploads/2017/10/SVR_Jahresgutachten_2017.pdf

Schreyer, F., Zahradnik, F., & Götz, S. (2012). Lebensbedingungen und Teilhabe von jungen sanktionierten Arbeitslosen im SGB II. Sozialer Fortschritt, 61, 213–220.

Stiftung Mercator (n.n.) (2016), Doppelt benachteiligt. Retrieved from: <https://www.svr-migration.de/wp-content/uploads/2016/05/Expertise-Doppelt-benachteiligt.pdf>



Online sources:

Initiative Educational Chains (“Bildungsketten”): <https://www.bildungsketten.de/de/2805.php>

Network Integration through Qualification:

<http://www.netzwerk-iq.de/network-iq-start-page.html>

Youth Social Work in North-Rhine-Westphalia:

<http://www.jugendsozialarbeit-nrw.de/>

Streetwork in Germany:

<http://www.bag.streetwork.org/>

Youth Living Communities:

<http://www.auswaerts-zuhause.de/>

Program „Jugend Stärken“:

<https://www.jugend-staerken.de>

Jugendberufsagenturen:

<http://www.uebergangschuleberuf.de>

Network for municipal coordination „Weinheimer Initiative“:

<http://www.kommunale-koordinierung.de>

Online Databases:

OECD (2018), Youth not in employment, education or training (NEET) (indicator). doi: 10.1787/72d1033a-en (Accessed on 09 February 2018)

Spain

El desafío laboral del paro juvenil. Diario El Mundo (12/12/2016). Extraído de:

<http://www.elmundo.es/opinion/2016/12/12/584da939e5fdea4a3b8b45b2.html>

Fracaso de las políticas de empleo juvenil. Forum Libertas (04/09/2017). Extraído de:

<http://www.forumlibertas.com/fracaso-las-politicas-empleo-juvenil-espana-siguen-creciendo-los-ninis/>

Las cifras de la vergüenza del empleo juvenil: para, bajos salarios y temporalidad. Diario El Mundo (19/04/2017). Extraído de:

<http://www.elmundo.es/economia/macroeconomia/2017/04/19/58f652a3ca4741701c8b460a.html>

Sistema educativo Lomce. Ministerio de educación, cultura y deporte

La eventualidad se ceba en los jóvenes y en el sector público. El periódico Mediterráneo (2005). Extraído de:

http://www.elperiodicomediterraneo.com/noticias/economia/eventualidad-se-ceba-jovenes-sector-publico_162991.html

“La reactivación del mercado laboral apenas remienda el descosido del empleo juvenil”. ABC Empresa. Domingo 14 de Enero de 2018. Extraído de:

https://www.abc.es/economia/abci-reactivacion-mercado-laboral-apenas-remienda-descosido-empleo-juvenil-201801150150_noticia.html

“Radiografía del desempleo juvenil”. La Opinión. Lunes 29 de enero de 2018. Extraído de:

<https://www.laopinioncoruna.es/economia/2018/01/29/radiografia-desempleo-juvenil/1258153.html>

Garantía Juvenil país por país. España. Mayo de 2018. Comisión europea. Empleo, asuntos sociales e inclusión.



NINI. Ni estudian ni trabajan . ¿Igualdad de oportunidades?. Dirección de estudios de Ideapais. José Daniel Conejeros. Extraído de:

<http://ideapais.cl/wp-content/uploads/2017/10/Informe-Nini.pdf>

“Informe sobre los jóvenes españoles que no tienen el bachillerato”. Periódico 20 Minutos. Extraído de:

<https://www.20minutos.es/noticia/3132199/0/informe-educacion-ocde-espana-ninis-brecha-genero/>

“Panorama de la educación 2017”. OCDE. Sacado de: <https://www.mecd.gob.es/dctm/inee/eag/2017/panorama-de-la-educacion-2017-def-12-09-2017red.pdf?documentId=0901e72b8263e12d>

Imagen del día: Cuántos ninis hay en los países de la OCDE (16/07/2018). Extraído de:

<https://www.idealista.com/news/inmobiliario/internacional/2018/07/16/766555-imagen-del-dia-porcentaje-de-poblacion-de-ninis-en-los-paises-de-la-ocde>

Vidal, F. (dir.), Ortega, E. (2003). De los recursos a los sujetos: análisis de las micropolíticas de inserción laboral de jóvenes en España. Madrid: INJUVE.

Bisquerra, R. (1992). Orientació psicopedagògica i desenvolupament de recursos humans. Barcelona: La Llar del Llibre.

Olmos, P. (2011). Orientación y formación para la integración laboral del colectivo jóvenes vulnerables. La inserción laboral mediante estrategias de empleabilidad. [Tesis doctoral]. Universidad autónoma de Barcelona, España

Hernández, M. (Coord.) (2008) Exclusión social y desigualdad. Murcia: Universidad de Murcia, Servicio de Publicaciones.

Agost, M^a R. y Martín, L. (2012). Acercamiento al papel de los procesos de exclusión social y su relación con la salud. Revista Cubana de salud pública, 38, 1, 126-140.

Urbán, P. (1997). Modelos metodológicos en orientación laboral. Material proporcionado en la asignatura “Teorías y técnicas en orientación laboral”. Huelva.

Carmona, G. y Martínez, F. M. (2005). Modelo de formación para la inserción laboral de jóvenes excluidos. IV Congreso de Formación para el Trabajo: Nuevos escenarios de Trabajo y Nuevos Retos en la Formación. Zaragoza, España.

Italy

Ballarino, G. 2013. Istruzione, formazione professionale, transizione scuola-lavoro. Il caso italiano in prospettiva comparata. Florence: IRPET.

Ballarino, G. 2015a. “Higher Education, between Conservatism and Permanent Reform.” In *The Italian Welfare State in a European Perspective: A Comparative Analysis*, edited by U. Ascoli and E. Pavolini, 209–236. Bristol: Policy Press.

Eurofound. 2012. Neets – Young People Not in Employment, Education or Training: Characteristics, Costs and Policy Responses in Europe. Luxembourg: Publications Office of the European Union

Eurofound. 2016. Exploring the Diversity of NEETs. Luxembourg: Publications Office of the European Union

European Commission. 2010. “Commission Discussion Notes, Indicators for Young Persons at Risk of Labour Market Exclusion.”

http://ec.europa.eu/assets/eac/youth/library/publications/indicator-dashboard_en.pdf

European Commission. 2013. “Apprenticeship and Traineeship Schemes in EU27: Key Success Factors.” http://ec.europa.eu/education/policy/vocational-policy/doc/alliance/apprentice-trainee-success-factors_en.pdf

European Commission. 2014. “Dual Education: A Bridge

European Economic and Social Committee (EESC). 2015. “Implementation of EU Policies for Youth Employment: A Civil Society Perspective. Report on Six Member States.”

<http://www.eesc.europa.eu/?i=portal.en.publications.33122>



European Union (2016) Employment and social developments in Europe 2015. Luxembourg: Publications Office of the European Union.

INAPP et al. (2016). Vocational education and training in Europe – Italy. Cedefop

ReferNet VET in Europe reports; 2016

INDIRE. 2014. Il sistema educativo italiano. Florence: Indire

ISFOL. 2015. Monitoraggio sull'apprendistato. XV rapporto. Rome: ISFOL. http://www.lavoro.gov.it/Strumenti/StudiStatistiche/Documents/XIV_Rapporto_Monitoraggio_Apprendistato

Istat. 2016. Le dinamiche del mercato del lavoro: una lettura per generazione. Rome: Istat

ItaliaLavoro. 2016. Giovani NEET in Italia. Un'analisi territoriale. Rome: Italia Lavoro

B. Nardi, E. Arimatea, P. Giunto, C. Lucarelli, S. Nocella, C. Bellantuono, Adolescenti né studenti né lavoratori (NEET) con comportamenti devianti: studio osservazionale (Not Employed in Education or Training (NEET) adolescents with unlawful behaviour: an observational study), Journal of Psychopathology | Official Journal of the Italian Society of Psychopathology, Pacini Editore

Organisation for Economic Co-operation and Development (OECD). 2016. OECD Regions at a Glance 2016. Paris: OECD Publishing

Pastore, F. 2011. Fuori dal tunnel. Le difficili transizioni dalla scuola al lavoro in Italia e nel mondo. Turin: Giappichelli

Research Gate, Sara Alfieri, Alessandro Rosina, Emiliano Sironi, Elena Marta, Rivista Internazionale di Scienze Sociali, 2015, n. 3, "Who are Italian "Neets"? Trust in institutions, political engagement, willingness to be activated and attitudes toward the future in a group at risk for social exclusion" pp. 285-306

B. Nardi, E. Arimatea, P. Giunto, C. Lucarelli, S. Nocella, C. Bellantuono, Adolescenti né studenti né lavoratori (NEET) con comportamenti devianti: studio osservazionale

Not Employed in Education or Training (NEET) adolescents with unlawful behaviour: an observational study, Journal of Psychopathology | Official Journal of the Italian Society of Psychopathology, Pacini Editore

Portugal

AE2O – Associação para a Educação de Segunda Oportunidade, Escola Secunda Oportunidade. Retrieved from <http://www.segundaopportunidade.com/>. (Accessed 4 Dec. 2017)

AE2O – Associação para a Educação de Segunda Oportunidade, Escola Secunda Oportunidade. Retrieved from http://www.cm-matosinhos.pt/frontoffice/pages/242?news_id=4761. (Accessed 22 Feb. 2018)

Animar, RedeCool. Retrieved from <https://www.animar-dl.pt/redecool/759-redecool-apresentacao>. (Accessed 24 Nov. 2017)

Associação Cultural Moinho da Juventude, Associação de Solidariedade Social Alto Cova da Moura & Junta de Freguesia da Buraca. Liga-Te Empreendedorismo: Manual do recurso Nu-Kre. Retrieved from <http://www.programescolhas.pt/recursoscolhas/orientacao-vocacional/liga-te>. (Accessed 21 Nov. 2017)

Associação Cultural Moinho da Juventude, Nu-Kre E6G. Retrieved from <https://www.facebook.com/nukre.ligaescolhas>. (Accessed 21 Nov. 2017)

Associação de Promoção de Públicos Jovens em Risco, Terra Jovem. Retrieved from <https://www.facebook.com/TERRA-JOVEM-470538626452493/>. (Accessed 24 Nov. 2017)

Associação de Promoção de Públicos Jovens em Risco, Terra Jovem. Retrieved from <http://terrajovem.pt/>. (Accessed 24 Nov. 2017)

Associação Juvenil Transformers, Transformers. Retrieved from <http://movimentotransformers.org/>. (Accessed 21 Nov. 2017)



Azevedo, J.; Valente, A. C.; Batista, I.; Trigo, L.; Queiroz e Melo, R. (2014, Dezembro). Avaliação externa do programa escolhas 5ª Geração: 2º Relatório intercalar. Porto: Centro de Estudos dos Povos e Culturas de Expressão Portuguesa, Faculdade de Ciências Humanas e Universidade Católica Portuguesa.

Blogue do Minho, Secretário de Estado da Juventude e do Desporto este sábado em Melgaço. Retrieved from <http://bloguedominho.blogs.sapo.pt/secretario-de-estado-da-juventude-e-do-8639814> (Accessed 24 Nov. 2017)

Casa Seis, Desafios E6G. Retrieved from <https://www.facebook.com/desafiosprogramaescolhas/>. (Accessed 21 Nov. 2017)

CATEC, Ganh'arte em 1001 Oportunidades. Retrieved from <http://www.catec.pt/content/ganharte-1001-oportunidades>. (Accessed 24 Nov. 2017)

Centro de Apoio Social de Pais e Amigos da Escola Nº 10, Trampolim E6G. Retrieved from <http://caspae.pt/pt/trampolim/>. (Accessed 24 Nov. 2017)

Centro de Apoio Social de Pais e Amigos da Escola Nº 10, Trampolim E6G. Retrieved from <http://caspae.pt/pt/trampolim/>. (Accessed 24 Nov. 2017)

Centro Social de Soutelo, Projet'Arte. Retrieved from <http://www.centrosociaisoutelo.org/index.php/mintervencocomunitaria/projet-arte>. (Accessed 24 Nov. 2017)

Centro Social de Soutelo, Projet'Arte. Retrieved from <https://www.facebook.com/projetartecss/>. (Accessed 24 Nov. 2017)

Collura, J. (2009). What research tells us about effective youth employment programs. USA: University of Wisconsin-Madison

Coolabora, Idearia. Retrieved from <http://ideariacoolabora.wixsite.com/idearia> (Accessed 21 Nov. 2017)

Coolabora, Idearia. Retrieved from <http://www.coolabora.pt/pt/pag/idearia/37/> (Accessed 21 Nov. 2017)

Coolabora. Guia de Idearias para o emprego jovem. (2016). (Ebook). Available at: <https://cld.pt/dl/download/7b0e983c-7472-4a3a-8241-d3ea5a545ac7/IDEARIA%20GUIA%20print2.pdf> (Accessed 22 Nov. 2017)

Correio do Minho (April, 2016). Póvoa de Lanhoso: Apresentados os resultados do Social Angels - Comunidade Empreendedora. (Online article). Retrieved from <https://www.correiodominho.pt/noticias/povoa-de-lanhoso-apresentados-os-resultados-do-social-angels-comunidade-empreendedora/93603>. (Accessed 24 Nov. 2017)

Correio do Minho (October, 2010). Viana do Castelo: 'Realizar o Potencial Jovem' leva 500 jovens a conhecer oportunidades de desenvolvimento pessoal. (Online article). Retrieved from <https://www.correiodominho.pt/noticias/viana-do-castelo-realizar-o-potencial-jovem-leva-500-jovens-a-conhecer-oportunidades-de-desenvolvimento-pessoal/105144> (Accessed 22 Nov. 2017)

EAPN & IEFP, Click. Retrieved from <https://click.eapn.pt/apresentacao/>. (Accessed 24 Nov. 2017)

EAPN & IEFP, Click. Retrieved from https://www.eapn.pt/iefp/eventos/Doc_Apresentao_sntese_CLICK_2016.pdf. (Accessed 24 Nov. 2017)

European Commission (2016) - Peer Country Comments Paper – Portugal.

Fundação Bracara Augusta, Skills Lab. Retrieved from <http://skillslab.me>. (Accessed 24 Nov. 2017)

Fundação da Juventude, Empowering Youth Potential. Retrieved from <http://www.forum.pt/17334-agencia-erasmus-juventude-em-acao-premeia-projeto-inspirador-da-fundacao-da-juventude>. (Accessed 24 Nov. 2017)

Fundação da Juventude, Empowering Youth Potential. Retrieved from <http://fjuventude.pt/pt/1128/empowering-youth-potential.aspx#objetivos>. (Accessed 24 Nov. 2017)

Fundação da Juventude, Empowering Youth Potential. Retrieved from http://cms.fjuventude.pt/upload_files/client_id_1/website_id_1/Projetos/EYP/arte_final_ingl%C3%AAs_leve.pdf. (Accessed 24 Nov. 2017)

Fundação o Século, Take-it E6G. Retrieved from <http://oseculo.pt/fos/accao-social/educacao-e-lazer/take-it/> (Accessed 22 Nov. 2017)



Fundação o Século, Take-it E6G. Retrieved from <http://www.programaescolhas.pt/projetos-e6g> (Accessed 22 Nov. 2017)

Fundação o Século, Take-it E6G. Retrieved from <https://www.facebook.com/Take.it.E6G/> (Accessed 22 Nov. 2017)

INR (2017). Gabinetes de apoio a programas incluídos na comunidade: Relatório de avaliação (2016). Retrieved from <http://paisemrede.pt:8080/wp-content/uploads/2017/02/Relato%CC%81rio-GAPRIC-2016.pdf>. (Accessed 24 Nov. 2017)

INR (2017). Redes Familiares para a Empregabilidade: Relatório de avaliação (2015). Retrieved from <http://paisemrede.pt:8080/wp-content/uploads/2017/02/Relato%CC%81rio-de-Avaliac%CC%A7a%CC%83o-Final-RFE-2015.pdf>. (Accessed 24 Nov. 2017)

IPAV, Grupos de Entre-Ajuda na Procura de Emprego. Retrieved from www.gepe.pt (Accessed 21 Nov. 2017)

Lukas Pukelis, L.; Užpelkienė, L.; Mantas, P. & Stukas, M. (2017, sep.). Projects and organisations funded by the programme for employment and social innovation (EASI) European Union (2013-2017): VII Report. Belgium: Directorate-General for Employment, Social Affairs and Inclusion

Mendoza, N.; Albergaria, C.; Costa, G.; Pinto, L. & Arrais, P. (2016). Click: ativar competências de empregabilidade. (online guide). Retrieved from https://www.click.eapn.pt/wp-content/uploads/Click_Manual2016.pdf. (Accessed 24 Nov. 2017)

Monte Ace, New Deal for Youth Employment. Retrieved from <http://www.monte-ace.pt/site/NewDeal/>. (Accessed 24 Nov. 2017)

Monte Ace, New Deal for Youth Employment. Retrieved from https://www.facebook.com/pg/projetoNewDeal/about/?ref=page_internal. (Accessed 24 Nov. 2017)

Neets at Risk Project (2015), Guidelines for EARLY identification of young people at risk of NEET and identification of possible preventive intervention measures taking into account local specifications.

Nestle, Alliance For Youth. Retrieved from <https://www.empresa.nestle.pt/media/newsandfeatures/nestl%C3%A9-a-a-%E2%80%9Calian%C3%A7a-para-a-juventude%E2%80%9D-j%C3%A1-criaram-90-mil-oportunidades-de-emprego-e-forma%C3%A7%C3%A3>. (Accessed 24 Nov. 2017)

Nestle, Alliance For Youth. Retrieved from https://www.facebook.com/pg/all4YOUth/about/?ref=page_internal. (Accessed 24 Nov. 2017)

O Minho (2017). 'Skills Lab': Braga quer estimular emprego jovem (e resolver um problema sério). (Online article). Retrieved from <https://ominho.pt/skills-lab-braga-quer-estimular-emprego-jovem-e-resolver-um-problema-serio/>. (Accessed 24 Nov. 2017)

Oikos, InNEET. Retrieved 21/11/2017, from http://www.oikos.pt/images/pdf/Projectos/Portugal_ED_1A43.pdf.

Oikos, InNEET. Retrieved 21/11/2017, from <http://www.oikos.pt/pt/o-que-fazemos/cidadania-global/projectos-de-cidadania-global/item/1866-capacita%C3%A7%C3%A3o-local-para-a-empregabilidade-jovem-est%C3%A1s-in>

Oikos, InNEET. Retrieved 21/11/2017, from <http://www.oikos.pt/pt/o-que-fazemos/cidadania-global/projectos-de-cidadania-global/item/2157-semin%C3%A1rio-%E2%80%9Cempregabilidade-jovem-desafios-e-solu%C3%A7%C3%B5es-%C3%A0-escala-local%E2%80%9D-encerra-projeto-ineet>

Oikos, Practice@Business. Retrieved 21/11/2017, from http://www.oikos.pt/images/pdf/Projectos/Portugal/Portugal_ED_1A44.pdf

Oikos, Practice@Business. Retrieved from <http://www.ineet.info/practicebusiness.html> (Accessed 22 Nov. 2017)

Oikos, Practice@Business. Retrieved from <http://www.oikos.pt/pt/o-que-fazemos/cidadania-global/projectos-de-cidadania-global/item/2170-1a44> (Accessed 21 Nov. 2017)

Pais Em Rede, Gabinetes de apoio a programas incluídos na comunidade: Relatório de avaliação Retrieved from <http://paisemrede.pt/projetos/projetos-concluidos/> (Accessed 24 Nov. 2017)

Pais Em Rede, Redes Familiares para a Empregabilidade. Retrieved from <http://paisemrede.pt/projetos/projetos-concluidos/>. (Accessed 24 Nov. 2017)



PEEP & K-Evolution, Jovens para o empreendedorismo e empregabilidade. Retrieved from <https://www.jeve.pt/> (Accessed 22 Nov. 2017)

PROEFA, Carta de Condução para o Emprego Jovem. Retrieved from <http://www.proefa.pt/cej/projeto.aspx> (Accessed 22 Nov. 2017)

PROEFA, Carta de Condução para o Emprego Jovem. Retrieved from http://www.proefa.pt/cej/imagens/congresso/Apresentacoes/painel4/Isabel_Fernandes_Projeto_CEJ.pdf (Accessed 22 Nov. 2017)

Raízes, Claquete E6G. Retrieved from <http://raizes.pt/projectos/claquete5g/>. (Accessed 24 Nov. 2017)

Raízes, Claquete E6G. Retrieved from <https://www.facebook.com/claquete6g/>. (Accessed 24 Nov. 2017)

Ribatejo (May, 2014). Grupos de entreajuda para procura de emprego crescem no Ribatejo. (Online article) Retrieved from <http://www.oribatejo.pt/2014/05/04/grupos-de-entreajuda-para-procura-de-emprego-crescem-no-ribatejo/> (Accessed 22 Nov. 2017).

Sic Notícias (July 2017). Aliança para a Juventude fomenta empregabilidade jovem. (online vídeo). Retrieved from <http://sicnoticias.sapo.pt/programas/edicaoamanha/2017-07-14-Alianca-para-a-Juventude-fomenta-empregabilidade-jovem.> (Accessed 24 Nov. 2017)

Sol do Ave, Social Angels. Retrieved from http://www.soldoave.pt/jupgrade/index.php?option=com_content&view=article&id=542&Itemid=261. (Accessed 24 Nov. 2017)

Sol do Ave, Social Angels. Retrieved from https://www.facebook.com/pg/comunidade.empreendedora.socialangels/about/?ref=page_internal. (Accessed 24 Nov. 2017)

TESE - Associação para o Desenvolvimento (2017). Faz-Te Forward: project description. Internal document.

TESE - Associação para o Desenvolvimento (2017). Orienta-te: project description. Internal document

TESE, Câmara Municipal de Cascais, Agrupamento de Escolas Matilde Rosa Araújo, Agrupamento de escolas Frei Gonçalo Azevedo & Clube Desportivo e Recreativo “os vinhais” (2014). Manual de apoio à construção de projetos de vida: Manual do Recurso Orienta-Te. (Online Guide). Retrieved from <http://www.programaescolhas.pt/recursos/escolhas/orientacao-vocacional/projectos-de-vida>. (Accessed 21 Nov. 2017)

TESE, Faz-Te Forward. Retrieved from www.fazteforward.org. (Accessed 21 Nov. 2017)

Universidade de Trás-os-Montes e Alto Douro, Player. Retrieved from <http://player.utad.pt/?q=node/1>. (Accessed 24 Nov. 2017)

United Kingdom

16 to 19 Bursary Fund. Retrieved from <https://www.gov.uk/1619-bursary-fund>

Archer, L., Halsall, A., Hollingworth, S., & Mendick, H. (2005). ‘Dropping out and drifting away’: An investigation of factors affecting inner-city pupils’ identities, aspirations and post-16 routes. Report to the Esmee Fairbairn Foundation. London: IPSE.

Audit Commission for Local Authorities and the National Health Service in England and Wales. (2010). Against the odds: re-engaging young people in education, employment or training. Audit Commission.

Belur, J. (2013). Education, Employment and Training. Project Oracle Synthesis Study. Retrieved from

https://project-oracle.com/uploads/files/Project_Oracle_Synthesis_Study_01-2013_Education_employment_training.pdf

Caparelli, L., & Tatsiramos, K. (2011). Friends’ Networks and Job Finding Rates’, ISER Working Paper Series 2011-21.

Copps, J., & Keen, S. (2009). Getting back on track. Helping young people not in education, employment or training in England. London: New Philanthropy Capital. Retrieved from http://www.thinknpc.org/wp-content/uploads/2012/09/Getting_back_on_track.pdf



Department for Education. (2017). Apprenticeship reform programme: benefits realisation strategy: Policy paper. Retrieved from <https://www.gov.uk/government/publications/apprenticeship-reform-programme-benefits-realisation-strategy>

Department for Education. (2016). Participation of young people in education, employment or training: Statutory guidance for local authorities. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

Department for Education. (2017). Providing supported internships for young people with an EHC plan: Guidance. Retrieved from <https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties>

Department for Education: Young People Analysis Division. (2010). What works re-engaging young people who are not in education, employment or training (NEET)? Summary of evidence from the activity agreement pilots and the entry to learning pilots. Research Report DFE-RR065. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182022/DFE-RR065.pdf

Employment and Support Allowance (ESA). Retrieved from <https://www.gov.uk/employment-support-allowance>

European Social Fund. Retrieved from <http://ec.europa.eu/esf/main.jsp?catId=381>

Fair Chance Fund. Retrieved from <https://www.gov.uk/government/news/23-million-to-help-homeless-turn-around-their-lives>

Gracey, S., & Kelly, S. (2010). Changing the NEET mindset: Achieving more effective transitions between education and work. London: LSN.

Hutchinson, J., Beck, V., & Hooley, T. (2016). Delivering NEET policy packages? A decade of NEET policy in England. *Journal of Education and Work*, 29(6), 707-727.

Jobseeker's Allowance (JSA). Retrieved from <https://www.gov.uk/jobseekers-allowance/how-to-claim>

Istance, D., Rees, G., & Williamson, H. (1994). Young people not in education, training or employment in South Glamorgan. Cardiff: South Glamorgan Training and Enterprise Council.

Maguire, S (2015) NEET, unemployed, inactive or unknown – why does it matter? *Educational Research* 57(2): 121–132.

Maguire, S. & Newton, B. (2011). Activity Agreement Pilots – trialling different approaches to re-engaging young people not in education, employment or training (NEET): Evaluation of the 2009-10 extension. Department for Education Research Brief. Retrieved from

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596150/Activity_agreement_pilots_2009_to_2010_extension_evaluation_research_brief.pdf

Nelson, J., & O'Donnell, L. (2012). Approaches to supporting young people not in education, employment or training, a review. National Foundation for Educational Research. Retrieved from <https://www.nfer.ac.uk/publications/RSRN01/RSRN01.pdf>

Powell, A. (2017). NEET: young people not in education, employment or training. House of Commons Briefing Paper, 06705.

Prince's Trust (2014). Team programme – Toolkit Issue 6.

Rawlings, L. (2017). Youth Obligation is Here. Youth Employment UK. Retrieved from <https://www.youthemployment.org.uk/youth-obligation-is-here/>

Reig, G. (2017) Should we still be concerned about NEETS? Education Policy Institute. Retrieved from <https://epi.org.uk/analysis/still-concerned-neets/>

Siraj, I., Hollingworth, K., Taggart, B., Sammons, P., Melhuish, E., & Sylva, K. (2014). Report on students who are not in Education, Employment or Training (NEET). London: Department of Education.

Sims, D., Nelson, J., Golden, S. & Spielhofer, T. (2001). Young People's Experiences of the Learning Gateway. Research Report 277. London: Department for Education and Skills.



Skills Funding Agency. (2016) Adult education budget funding and performance management rules. For the 2016 to 2017 funding year (1 August 2016 to 31 July 2017). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545722/Adult_education_budget_funding_and_performance_management_rules_2016_to_2017_V3.pdf

Social Impact Bonds. Retrieved From <https://www.gov.uk/guidance/social-impact-bonds>

Social Integration Commission (2014). How integrated is modern Britain?

Spielhofer, T., Walker, M., Gagg, K., Schagen, S., & O'Donnell, S. (2007). Raising the participation age in education and training to 18. Research Report DCSF-RR012. Nottingham, UK: Department for Children, Schools and Families.

Spielhofer, T., Benton, T., Evans, K., Featherstone, G., Golden, S., Nelson, J. & Smith, P. (2009) Increasing Participation: Understanding young people who do not participate in education or Training at 16 or 17. London: Department for Children, Schools and Families.

Street League (2017). 2016/2017 ANNUAL REPORT.

The EY Foundation (2016). The employment landscape for young people in the UK Challenges and opportunities. Retrieved from

[http://www.ey.com/Publication/vwLUAssets/Employment_landscape_for_young_people_in_the_UK/\\$FILE/Employment%20landscape%20for%20young%20people%20in%20the%20UK%20-%20final%20report.pdf](http://www.ey.com/Publication/vwLUAssets/Employment_landscape_for_young_people_in_the_UK/$FILE/Employment%20landscape%20for%20young%20people%20in%20the%20UK%20-%20final%20report.pdf)

Traineeships. Retrieved from <https://www.gov.uk/government/collections/traineeships-programme>

UK Youth Unemployment Statistics. House of Commons Briefing papers 05871. Retrieved from

<http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN05871>

Wrigley, L. (2017). From 'NEET' to 'Unknown': Who is responsible for young people not in education, employment or training? Youth and Policy. Retrieved from <http://www.youthandpolicy.org/articles/from-neet-to-unknown/>

Youth Engagement Fund. Retrieved from <https://www.gov.uk/government/publications/youth-engagement-fund-prospectus>

Youth Engagement Fund – Prevista Ltd. Government Outputs Lab (2015). Retrieved from <https://golab.bsg.ox.ac.uk/project-database/youth-engagement-fund-london-prevista/>

International literature

Akoojee, S., Gonon, P.; Hauschildt, U.(2013): Apprenticeship in a Globalised World (Bildung und Arbeitswelt, Band 27) Geneva 2013

European Alliance for Apprenticeships (2017): Good for Youth, Good for Business; Brussels

EC DG Employment, Social Affairs and Inclusion (2015): Mutual Learning Programme Key policy messages from the Peer Review on 'Targeting NEETs – key ingredients for successful partnerships in improving labour market participation' Oslo (Norway), 24–25 September 2015

EC, DG Employment, Social Affairs and Inclusion (2018): Youth Guarantee country by country – Germany May 2018

EC, DG Employment, Social Affairs and Inclusion (2018): Youth Guarantee country by country – Portugal May 2018

EC, DG Employment, Social Affairs and Inclusion (2018): Youth Guarantee country by country – Italy May 2018

EC, DG Employment, Social Affairs and Inclusion (2018): Youth Guarantee country by country – Spain May 2018

EC, DG Employment, Social Affairs and Inclusion (2018): Youth Guarantee country by country – Spain May 2018

Eurofound (2015), Social inclusion of young people, Publications Office of the European Union, Luxembourg.

Eurofound (2016), Exploring the diversity of NEETs, Publications Office of the European Union, Luxembourg

Eurofound (2017), Long-term unemployed youth: Characteristics and policy responses, Publications Office of the European Union, Luxembourg.



Europäische Kommission SEK(2005) 268 ARBEITSDOKUMENT DER KOMMISSIONSDIENSTSTELLEN Berufsberatung:
Ein Handbuch für POLITISCH VERANTWORTLICHE

EUROPEAN COURT OF AUDITORS (2017): Special Report Youth unemployment –have EU policies made a difference?
An assessment of the Youth Guarantee and the Youth Employment Initiative. Luxembourg 2017

ILO (2017): Policy Brief on Outreach Strategies for young NEETs. Geneva

NEETS at RISK project: Guidelines for Early Identification of Youngerster and Preventive Measures with a Local
http://www.preventingneets.eu/neets_project/wp-content/uploads/2015/07/Guidelines-for-Early-Identification-of-Youngerster-and-Preventive-Measures-with-a-Local-Perspective.pdf (accessed 12.March 2018)

OECD (2016): Society at a Glance 2016 OECD Social Indicators - A spotlight on youth 2016

Southcott, C; Stevens, E.; Featherstone, G.; Mc Cone, T. (2013): Indicators to Identify the Disengaged. NFER Slough

Stahl, T; Schreiber, R. (2003): Regionale Netzwerke als Innovationsquelle – das Konzept der Lernenden Region in Europa. Berlin

Style Project (2018): Style Handbook. <https://style-handbook.eu/>

Trampusch, C.; Busemeyer M.(2012): The Political Economy of Skills Formation; Oxford



Annex: Good practices mentioned in the report

GP DE 7 – Outreach to hard-to-reach NEET youth

Name: RESPEKT – Mach Dein Ding (Respect – Do your thing)



Target:

Outreach and initial contact to young adults who have lost touch with any institutions (disconnected youth), particularly in rural areas



Coordinator Organisation:

Kolping Bildungswerk Münster

arndt@kolping-ms.de

Project description:

<https://www.ueberaus.de/wws/9.php#/wws/respekt.php?sid=10693026771540780151869736973360>



Stakeholders involved:

All relevant actors (youth support services, employment agency, NGO, church-based organisations, youth organisations).



Duration:

Individual guidance as needed, 6 months on average.



Local(s) of Implementation:

Münster (city) and District of Coesfeld. Focus on rural areas.



Goals:

The aim is to build a relationship of trust and connectedness on a personal level, to build a sense of security which enables a steady and sustainable pathway to training, apprenticeship and work. The focal message is “respect” for the multidimensional situation of the youth and appreciation of their value as individuals.



Funding:

Pilot Programme “Respect” of the Ministry of Labour and Social Affairs (BMAS)



Short Description:

Teams of gender-balanced social workers and psychologists deployed in 4 pop-up shop locations in city centres and two vans for on-site mobile outreach form a low barrier contact offer. The mobile team is, for example, present on site of the donated food distribution site in the district. The team offers therapeutic assistance until referral to regular services and offers a hub to all other relevant support services. The individual level relationship is also maintained while the individual uses other services in order to assure



coordination and sustainability. The key proposition is that it is a “non-measure,” in which the programme and intervention are open and flexible and provided to the needs of the individual.



Methodology used (e.g., training, social work, work-based learning, etc.):

Social Work, “non-measure” psychological intervention, hub to other services, mobile outreach.



Results / Evaluation:

1/3 of participants have been guided back to training and work. The project is acknowledged as good practice by Federal Institute of Vocational Training portal “ueberaus” as good practice.



Is this practice/project a work-based approach? :

Work-based training can be result of consultancy



Is this practice/project a community-based approach? No/Yes If yes: who is involved?

Yes

Success factors as described by the project staff:

Each contact is voluntary. No pressure, no expectations.

Each contact is individual and exclusively determined by the needs of the client.

The same contact person in each contact. Contact partners are easily accessible.

Dependable relationships build trust which enables a more targeted guidance and consultancy. Team acts as navigator in the process.

Good networking with all relevant actors allows for informal effective solutions.

GP DE 3 – Work-based transition to training/apprenticeship



Name: Lernwerkstatt Regensburg (Learning Workshop Regensburg)



Target:

Youth in transition to training in the dual system on various levels



Coordinator Organisation:

Catholic Youth Support Services

<http://www.lernwerkstatt-regensburg.de/fachdienste>



Stakeholders involved:

Agency for Employment, Youth Welfare Services, Catholic NGOs, wide local and regional networks



Duration:

Flexible



Local(s) of Implementation:



Regensburg



Goals:

The Lernwerkstatt aims to provide low-barrier access to work-based learning offers for youth in transition from either school or a NEET situation which prepares them for a full training apprenticeship.



Funding:

Various agencies, Agency for Employment, Youth Welfare Services



Short Description:

The Learning Workshop provides multiple, mostly work-based, programmes which allow for low-barrier access to preparatory training. All measures are supported by comprehensive socio-pedagogic and psychological guidance. The facilities allow for testing multiple crafts techniques. The center includes structured training measures like preparatory courses for a vocational training basic course (Vorschaltmaßnahme - Berufsvorbereitende Bildungsmaßnahme (VM-BvB)), which gradually builds the ability to participate in a full-time course; “Modul A” course: individual coaching and individual programme of structuring the day, setting goals and becoming accustomed to structured work and learning; “Project occupation:” individual coaching and practice, aiming at accessing a full apprenticeship; “ASP” is a related measure for youth coming back after a period of illness (physical or psychological). “I will make it” complementary afternoon offer for youth at risk of school dropout: positive experiences, work-based learning, “Work and Qualification” for former unaccompanied youth refugees without a perspective for permanent residence in Germany: vocational learning which will also be useful also in the home countries.



Methodology used (e.g., training, social work, work-based learning, etc.):

Workshops with very flexible facilities for all kinds of craft and work techniques in 14 different areas. Social work, psychological support.



Results / Evaluation:



Is this practice/project a work-based approach? :

Yes see methodology



Is this practice/project a community-based approach? No/Yes If yes: who is involved?

Yes – Close cooperation with all relevant agencies, wide network

GP DE 5 – Regional coordination example: integration of young refugees



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



Target:



To coordinate all relevant actors along the common objective to integrate youth at risk of becoming NEET and to assure smooth transitions between the various steps of the transition process.

**Coordinator Organisation:**

Janina.Stuerner@stuttgart.de Documentation of case:

https://www.ueberaus.de/wws/9.php#/wws/kommunale_koordinierung.php?sid=10693026771540780151869737024390

**Stakeholders involved:**

Municipality Stuttgart, Agency for Employment, Job Center, Youth Support Services, Training Providers, Companies.

**Duration:**

continuing

**Local(s) of Implementation:**

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

**Goals:**

The integration of heterogeneous groups of youth at risk of becoming NEET must involve various stakeholders who are separate by legal mission and statutory regulations. Aim is to coordinate these actors as a one-stop government to clients in order to assure that all is being done for a smooth transition.

**Funding:**

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

**Short Description:**

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





Methodology used (e.g., training, social work, work-based learning, etc.):

Coordination of relevant institutions through service orientated hub. “one-stop government.”



Results / Evaluation:

Accepted as good practice by Federal Institute for Vocational Training and expert community “Überaus”



Is this practice/project a work-based approach?

Not applicable



Is this practice/project a community-based approach? No/Yes If yes: who is involved? Yes.

All stakeholders with legal or statutory responsibilities vs. youth. Companies, employers, training providers, NGOs.

GP ES 1 – Insertion: Youth in the Wave



Name: Youth in the Wave



Target: The project establishes the young person as the main agent of the project, being one of its main objectives the people with special needs



Coordinator: “Fundación Emplea”



Stakeholders involved: A variety of foundations and associations, various business, Valencia Port Foundation, EUSE and Bosch Foundation



Duration: Since 2008 (it is the time that the foundation has been working with this type of programs for young people, but it is not specified in the one that bears this name)



Local(s) of implementation: The Foundation carries out its projects with a current network of more than 500 entities throughout the Spanish territory.



Goals: Focused in obtaining work and the effective insertion of Neet in the labor market, achieving full social and labor integration and providing real opportunities for personal success.



Financed by: European Union of Supported Employment (EUSE) and Bosch Foundation (they do not talk about the financing of the program)



Short description: The program focuses on each young person as a single social unit that is capable of interact with a context and an environment, changing it. To do this, individualized work must be done with each person with a Reference Laboral Trainer. This preparer will do an individual accompaniment and in collective moments, orienting labor, in



technical aspects, skills and support needed to prevent them from continued failure. It will motivate the person towards full inclusion in the society.



Methodology: The project develops the following activities and actions:

- 1.-Sensitization towards employment and self-employment with NEET. Talks and informative days, courses of awareness and individual support for employment and self-employment.
- 2- Specific training actions Dual Training system.
- 3- Training contracts and internships in companies, with support and mentoring.
- 4- Transformation and maturation of the obtained contracts. Support to entrepreneurs for advice on the transformation of contracts and design of career plans for young people.
- 5.- Advice, guidance and support for employment and self-employment.
- 6.- Training and support for European mobility, training languages and European culture.



Results / evaluation: The preparer accompanies the person in his process of entrepreneurship and employment, not leaving the idea alone, supporting the context, adapting the business to the social context and focusing on the community. This methodology increases the success of the project and the empowerment of the person. In this way, the project imports good practices from other places, transforms and adapts them to the reality of local entities, provides a focus to vulnerable groups and develops the tool in an active network.



Is this practice/project a work-based approach? The individual support includes an itinerary for each young person, with courses, talks, training and practices. Also, as one of the specific actions of this program is the DUAL training, the project has a work approach.



Is this practice/project a community-based approach? The coordinator foundation has as one of its main objectives the social inclusion of the people with special needs, so they are an important target and users of the program, helping the communities where they work.

GP ES 2 – Insertion: Live, Learn and Start



Name: Live, Learn and Start



Target: This program is aimed at young people between age 16 and 30, enrolled in the National Juvenile Guarantee System, who are unemployed and do not attend any educational activity.



Coordinator: Action Against Hunger



Stakeholders involved: Action Against Hunger, young people.



Duration: The program lasts approximately two months, complemented by a follow-up and follow-up process, and it has been carried out since September 2017.



Local(s) of implementation: Madrid, at the Action Against Hunger's office



Goals: The main objective of this program is to achieve a high degree of integration of the Neets through the acquisition of social and professional skills that will help them in the future.



Financed by: Co-financed by the European Social Fund and the Incyde Foundation.



Short description: The main objective of this program is for young people to see themselves as part of the future, as agents that can participate in the labor market in a way that they choose, and not as passive actors without decision or initiative power, but as protagonists.



Methodology: Participants will access group workshops, with a practical, active and participatory methodology; Online training; personalized individual counselling, and a microfinance program. The training program handles concepts such as social and inclusive entrepreneurship, as well as the importance of social impact, also improving their transversal skills: negotiation, self-confidence, self-control, communication, decision-making, time management, etc. In addition, among the tools used, is the Social Canvas, designed to help social entrepreneurs understand and build better business models for their projects with social impact.



Results / evaluation: The goal of the program is job placement through entrepreneurship, but it also aims that the student, when he has finished the program, to see that he has improved in skills, which allows improving their employability in the workplace. If the students do not start their business, it is also considered a positive result if they find employment for someone else or return to their studies. In summary, the important thing is that people are empowered and improve their skills in the labor market.



Is this practice/project a work-based approach? Participants will access group workshops, with a practical, active and participatory methodology.



Is this practice/project a community-based approach? The coordination foundation has as one of its main objectives the social inclusion of the people with special needs, so they are an important target and users of the program, helping the communities where they work.

GP ES 3 – Choose Your Future (Orientation)



Name: Choose your future



Target: Aimed at young immigrants and refugees between 16 and 30 years for their insertion in the labor market.



Coordinator: Diputación de A Coruña





Stakeholders involved: Diputación de A Coruña



Duration: Annual.



Local(s) of implementation: A Coruña (Spain)



Goals: Guide young immigrants between 16 and 30 years in their incorporation into the labor market.



Financed by: Diputación de A Coruña



Short description: Program aimed at young immigrants and refugees between 16 and 30 years in which is intended:

- Social integration
- Insertion in the labor market



Methodology: The program performs:

- Basic computer training (word processor, mail, cv...)
- Group training (dynamics of exchange of opinions, essays, and job interviews)



Results / evaluation:



Is this practice/project a work-based approach?



Is this practice/project a community-based approach?

GP IT 3 – FUORI SCUOLA – Re-integrating school dropouts



Name: FUORI SCUOLA



Target: early school leaver between the ages of 15 and 17 identified by the Regional Register of Students, among those who, following a report, are in charge of the Provincial Employment Centers



Coordinator Organisation:

Veneto Region

Project description:



Stakeholders involved:



Duration:



Local(s) of Implementation:



Goals:



Aim is to provide opportunity for school dropouts to finish secondary school degree



Funding:

ESF



Short Description:

The innovative paths proposed are tailor-made and modulated on the following opportunities:

1) Basic training module -375 hours - which allows young people to acquire and complete the 10 years of compulsory education. The activities include lectures and distance self-training to develop linguistic, informatics, mathematics, active and transversal citizenship skills. The hours can be modulated on the basis of recognizable credits.

2) Professionalising workshop - 80 hours - with practical tests of "Digital Manufacturing" for the creation of an artefact with hand drawing techniques and 3D CAD software, also realizing prototypes in various materials. The activities are carried out by Fondazione Centro Produttività Veneto

3) Artistic / Creative Workshops - 50 hours - to realize theatrical activities to develop expression skills. There will also be an "Orienteering" activity to further promote the development of social and personal abilities.

Participation is free and provides for the recognition of attendance to individual activities with participation certificates.

Young people who have not reached ten years of schooling and who wish to have attendance recognized for the purpose of fulfilling the educational obligation must participate in at least 75% of the complete course (form, professional laboratory and creative workshop).



Methodology used (e.g., training, social work, work-based learning etc.):

Alternative provision of secondary school content



Results / Evaluation:



Is this practice/project a work-based approach? :

In training provider practical exercises



Is this practice/project a community-based approach? No/Yes If yes: who is involved?

GP IT 5 – NEET Work – activation of low qualified youth through internship in non-profit organisations

Name: NEET Work



Target: Youth up to 25 with up to lower secondary education 6 month unemployed



Coordinator Organisation:

Fondazione Adecco, Istituto Toniolo, CGM - Mestieri Lombardia and in collaboration with Regione Lombardia.



Stakeholders involved:



Duration: From 2015



Local(s) of Implementation: Lombardy



Goals: Activation of youth with up to lower secondary school education



Funding:



Short Description:

The NEETwork Project wants to contribute to the activation of those young people aged 18 to 24, with a qualification not higher than the lower secondary school, unemployed for at least 6 months, who for various reasons have early abandoned their studies and find themselves excluded from the labor market because they lack adequate qualifications or professional experience.



Methodology used (e.g., training, social work, work-based learning etc.):

Fondazione Cariplo, in partnership with CGM-Mestieri Lombardia, Istituto Toniolo and Adecco Foundation, believes that the alliance with third sector organizations is an essential element in the realization of this project and has asked non-profit organizations in Lombardy to work together to offer 1,000 young people a concrete opportunity, providing a re-motivational experience through a 4-6 month paid internship in an area that is relevant to them with the aim of reintegrating them into the labor market starting from non-profit companies



Results / Evaluation:



Is this practice/project a work-based approach? :

Yes. Internships in non-profit companies



Is this practice/project a community-based approach? No/Yes If yes: who is involved?

GP IT 6 – NEET@Work – Promoting self-entrepreneurship

Name: NEET @ Work



Target: Youth 15 - 29



Coordinator Organisation:

Cesare Pollini" Music Conservatory of Padova, Audio Innova, "Pietro d'Abano" Upper Secondary for Tourism and Catering, Talent Lab.



Stakeholders involved:



Duration:



Local(s) of Implementation:



Goals:

Foster the process of social inclusion and welfare in the personal growth of young people, through interventions aimed at stimulating the creative dimension and the capacity for innovation.



Funding: Veneto Regional Government



Short Description:

Experimentation with new technologies, the promotion of specific training in the cultural sector, the implementation of skills regarding the use of current and widely accessible tools with intrinsic characteristics of multidisciplinary, adaptability and transferability.

By positively influencing personal potential, active citizenship and the consolidation of the relationships that gravitate around the youth universe, these elements can effectively promote the self-entrepreneurship of young people.

Specific objectives of the project are the improvement of the ability of young people to plan their future, experimentation with new forms of communication and cultural production, the development of skills to foster the professional use of new technologies in the artistic-cultural sphere, the reinforcement the sense of belonging to the community and the territory, the cooperation and exchange of experiences of young people within the activated social and cultural network.

The foundation of the project consists of a complete theatrical production of stage music: the creation of multimedia support (DVD) including a large documentary apparatus is integrated into a series of professionalising workshops. The entire production material is stored in a repository accessible to the participants and enhanced on the project site, where the original developments generated individually in the final phase are also present: portfolio and self-promotional initiatives are integrated into the final presentation of the results, which takes place in the form of multimedia show. The final event is linked to a competition.



Methodology used (e.g., training, social work, work-based learning, etc.):

Project based learning in cultural activities



Results / Evaluation:



Is this practice/project a work-based approach? :

Partly: project based work



Is this practice/project a community-based approach? No/Yes If yes: who is involved?



GP IT 4 – ACTIVE NEET

Name: ACTIVE NE(E)T PROJECT



Target: NEET up to 30 years



Coordinator Organisation : Zefiro Società Cooperativa Sociale in partnership with Caritas Diocesana Lucca, City of Lucca, Women and Work Cooperative, Association 21, Volunteering and Participation Foundation, The Screen, CNV, Cooperative Il Cappello, Cooperativa Odissea.

Project description: Active Ne(e)t is an experimental project to be carried out within the province of Lucca, which envisages the setting up of an innovative and replicable method of interception of NEETs based on territorial network actions, informal interventions in the places of young people (push), attractive actions linked to a different way of doing training, aggregation, work (pull).



Stakeholders involved:



Duration:



Local(s) of Implementation: Lucca



Goals: Reach out to disenfranchised youth



Funding:



Short Description:

Starting from the analysis of needs, expressed or unexpressed, the project involves the (re-) activation of adult girls and boys up to 30 years, through listening, orientation and participation actions that lead them to access the network for employment services and from there, through individualized paths to internship experiences, training courses, to work, even in an autonomous form, both in Italy and abroad.

Actions of research intervention on the territories and viral actions on the net, through commercials and use of social networks, will constitute the initial levers that will allow operators to talk about Neet and meet young people who wish to re-activate study, training or job search paths.



Methodology used (e.g., training, social work, work-based learning, etc.):



Results / Evaluation:

one of the 17 winning projects of the experimental call targeting NEETs financed by the Tuscany Region as part of the Giovanisì project (www.giovanisi.it).
















Is this practice/project a work-based approach?



Is this practice/project a community-based approach? No/Yes If yes: who is involved?



GP IT 5 – NEET Work – activation of low qualified youth through internship in non-profit organisations

	Name: NEET Work
	Target: Youth up to 25 with up to lower secondary education 6 month unemployed
	Coordinator Organisation: Fondazione Adecco, Istituto Toniolo, CGM - Mestieri Lombardia and in collaboration with Regione Lombardia
	Stakeholders involved:
	Duration: From 2015
	Local(s) of Implementation: Lombardy
	Goals: Activation of youth with up to lower secondary school education
	Funding:
	Short Description: The NEETwork Project wants to contribute to the activation of those young people aged 18 to 24, with a qualification not higher than the lower secondary school, unemployed for at least 6 months, who for various reasons have early abandoned their studies and find themselves excluded from the labor market because they lack adequate qualifications or professional experience.
	Methodology used (e.g., training, social work, work-based learning etc.): Fondazione Cariplo, in partnership with CGM-Mestieri Lombardia, Istituto Toniolo and Adecco Foundation, believes that the alliance with third sector organizations is an essential element in the realization of this project and has asked non-profit organizations in Lombardy to work together to offer 1,000 young people a concrete opportunity, providing a re-motivational experience through a 4-6 month paid internship in an area that is relevant to them with the aim of reintegrating them into the labor market starting from non-profit companies
	Results / Evaluation:
	Is this practice/project a work-based approach? : Yes. Internships in non-profit companies
	Is this practice/project a community-based approach? No/Yes If yes: who is involved?



GP PT 1 - Orienta-te



Name: ORIENTA.TE E6G



Target: young people from age 14 to 30. 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



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 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:

- 1.1 To support the definition and implementation of life goals of participants (200 year 1, 250 year 3).
- 1.2 Involve project participants in strengthening their families, educational and



professional networks (80 year 1, 100 year 3).

1.3 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 methodologies, young people take the lead role in defining and achieving their life 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 will be 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 the 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 will contribute 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

GP PT 2 – Idearia

Name: Idearia



Target: unemployed or vulnerable young people from age 18 to 30.



Coordinator Organisation: Coolabora - Intervenção Social
<http://www.coolabora.pt/pt/pag/idearia/37/>



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



Local(s) of Implementation: Covilhã



Goals: 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: Type of NEET: open to facilitate the access to employment, participated in activities that combine art, innovation and social entrepreneurship. IDEARIA main goal is to facilitate the construction of alternatives to unemployment and job insecurity. The methodology is focus on the development of transversal competences as communication, team building, cooperation and interpersonal relationship as well as in the entrepreneurship training, designed to support the development of ideas, business creation and new initiatives in organizations and companies. 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 and plastic expression workshops; “Entrepreneurship Lab”: form ideation to project construction, business plan and testing;

“Experimental Lab”: co-working space, traineeship, mentoring and networking; “Youth Assemblies”; “Territorial network for youth employment.



Methodology used (e.g., training, social work, work-based learning, etc.):

Youth people forum as a space for participation, discussion and building solutions among young people.

Creative laboratory, with videos, workshops, cinema, theatre and plastic expression;

Entrepreneurial laboratory, where the path from conception to idea to the preparation of a business plan prevails;

Experimentation lab, where there is co-working space, internships, mentoring and networking.

Space IDEARIA: space for the project and also for the meeting of young people, approximately 150 m2 in "open space".

IDEARIA will take place.

Festival of Co-creation of Ideas

Territorial network for employment,

Exchange Market

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



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 groups, etc.



Is this practice/project a work-based approach? : Yes, see description



Is this practice/project a community-based approach? No/Yes If yes: who is involved?

Yes, see description. 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 are coordinated by CooLabora, crl, having partners as Câmara Municipal da Covilhã, Teatro das Beiras e Universidade da Beira Interior

GP PT 3 - Realizing Youth Potential”

Name: “Realizing Youth Potential”



Target: young people from age 18 to 30



Coordinator Organisation: Associação Juvenil de Deão – AJD and Associação Juvenil YUPI <https://www.yupi.pt/>
<http://associacaodeao.wixsite.com/ajdeao>



Stakeholders involved:



Duration: 2016-2017



Local(s) of Implementation: Viana do Castelo; Vila Nova de Famalicão



Goals: Intensive capacity 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: Type of NEET: open to young people more informed for their life projects construction



Methodology used (e.g., training, social work, work-based learning etc.):

Implemented by two youth associations, support existing programs related to volunteering, employability, habitation, entrepreneurship and international mobility. Specific goals: 1) Inform young people and youth workers on existing support programs for personal and professional achievement; 2) Identify improvement areas and generate new ideas related to those different support programs using young people and youth workers auscultation; 3) Influence local and national decision-making processes related to those programs, so they can respond to youth real and current needs.

International, partnerships with other institutions in local volunteering activities (Time 4U project), local and international training camps or training courses.

Multiplier Agents: workshops and specific training actions targeting teachers, other local associations, more experienced youth, or youth workers.

Several projects to transform the local community of Famalicão: BUE, the Social Gardens, the Tukbatuk, Artiva-te, Crear-te, among others. Local cooperation networks such as the Youth Munitions Council (CMJ) or the Inter-Parish Social Commission (CSIF).



Results / Evaluation: The YUPI Association - Youth Union of People with Initiative and the Youth Association of Dão (AJD) were awarded an Inspiring Project Award 2017 at the Erasmus + Good Practices ceremony. 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? Projects and exchanges



Is this practice/project a community-based approach? No/Yes If yes: who is involved?
Yes, wide local and international network

GP UK 1 – Ealing Pathway Programme



Name: Ealing Pathway Programme



Target:

Young people who are NEET

Age: 16 to 24

Type of NEET: Young people joining the programme are described as ready to take the next step and willing to commit to the programme, but who have barriers to employment or further education.



Coordinator Organisation:

Ealing Council

(https://www.ealing.gov.uk/info/201237/pre-employment_programmes/2182/pathways_programme)



Stakeholders involved:

Programme is delivered in cooperation with local authority staff, mentors and other delivery partners



Duration:

20 weeks



Local(s) of implementation:

Ealing Borough of London, the last course was delivered in the Westside Young People's Centre



Goals:

The Programme aims to help young people who face barriers to move onto education, employment or training to gain confidence, develop skills, achieve qualifications needed to

get onto other courses (English, Mathematics, ...) and prepare them for this progression (via interview practice, completing application forms, etc).

- a) Develop knowledge X
- b) Behavioural change X
- c) Skills development X
- d) Change attitude X
- e) other (please specify): Employability, gain work experience



Funding:

Council service



Short description:

The Ealing Pathway Programme offers 20 weeks of intervention. Participants get a placement for 2 days a week, with paid expenses per day, lunch and travel costs. Young people aged 16 or over who are NEET and who are deemed to be able to move into education, employment or training with support, get access to training calendar of short courses, some mentoring sessions (group and individual, one day per week) and encouragement to participate in social actions (one day per week).



Methodology used (e.g., training, social work, work-based learning, etc.):

Start with a 2-week induction process

Spend 2 days per week on a work placement with a local authority employer at which they are paid £7.05 per hour (= the minimum wage in the UK)

Attend training with a training provider to improve and achieve certificate in Maths, English, Employability and Health & Safety from Entry Level 3 up to Level 2 depending on their previous attainment

Receive support or mentoring both in a group setting and also 1:1

Get the opportunity to complete Duke of Edinburgh Award – by completing a personal programme of activities in four sections (five for Gold)

Provide help with learning skills for progression, including how to complete application forms, put together CVs, interview practice, etc.



Results / evaluation:

Since 2011, 97 young people have been recruited onto the programme – of these, 82% completed the full 26-weeks. Of those completing the programme – over three-quarters moved onto further learning or employment, including: 37% in apprenticeships 31% into employment 10% into further learning. A further 13% moved into some form of education, training or employment within 6 months of completing the programme. Young people completing the programme also achieved many different certificates and awards.



Is this practice/project a work-based approach?

Yes. Programme includes work experience



Is this practice/project a community-based approach? No/Yes If yes: who is involved.



Yes – run in cooperation with local stakeholders An in-depth description of the programme is included in the UK national report (UK, NR, p. 40ff)

GP UK 4 - Prince's Trust 12-week Team Programme



Name: Prince's Trust 12-week Team Programme



Target:

Unemployed young people

Age: 16 to 25

Type of NEET: Disadvantaged young people with a lack of motivation, confidence and self-esteem. Some young people have a history of offending, some struggled with addictions and others were homeless or suffering with mental health issues.



Coordinator Organisation:

Prince Trust (<https://www.princes-trust.org.uk>)



Stakeholders involved:

Programme is delivered in cooperation with employers, mentors and trained youth workers



Duration:

12 weeks



Local(s) of implementation:

There are courses all over the UK. Alone in the North of England 84 courses will start in 2018.



Goals:

Main aim is to engage young people into education, employment or training.

Other aims include:

Improve confidence

Increase self-esteem

Develop or learn in a way suited to their personal style and preferences

Set goals for the future

Develop English and Math skills

Develop interview and CV skills

Develop targets to achieve their career potential.

a) Develop knowledge X

b) Behavioural change X

c) Skills development X

d) Change attitude X



e) other (please specify): Employability, gain work experience



Funding:

Receives financial support from partner organisation, does fund raising activities and has support from around 900 volunteers



Short description:

The Prince’s Trust 12-week Team Programme is a 12-week personal development course aimed at people age 16-25 aimed at helping young people to discover hidden talents and improve their confidence. The programme offers work experience opportunities, qualifications, practical skills, participation in community projects and a residential week. Young people also gain a nationally-recognised qualification. The Prince’s Trust 12-week Team Programme was founded in 1976 by the Prince of Wales. The Trust runs many other programmes to support disadvantaged young people.



Methodology used (e.g., training, social work, work-based learning, etc.):

- Spend a week away at a residential activity centre
- Undertake a project based in their local community
- Complete a work placement
- Participate in a team challenge, involving caring for others
- Stage a team presentation, during which they recount their experiences.



Results / evaluation:

In 2013/14, the Team Programme worked with 11,853 young people across the UK – of these, two-thirds went into employment, education or training (37% employment and 32% education or training), while 16% started a voluntary work position after completing the programme.



Is this practice/project a work-based approach? Yes/No. Please describe briefly (place/duration/approach)

Yes
Programme include 2 week work placement and a project in the local community



Is this practice/project a community-based approach? No/Yes If yes: who is involved.

Yes – run in cooperation with local stakeholders

An in-depth description of the programme is included in the UK national report (UK, NR, p. 40ff)

GP UK 6 - The Academy Programme



Name: The Academy Programme



Target:



Young people who are NEET

Age: 16 to 24

Type of NEET: According to last year's data 36% of the young people had 1-2 barriers to employment, 44% 3-5 barriers, 14% more than 6 and only 5% did not have a barrier to employment. The most frequent barriers were lack of qualifications (55%) and being unemployed for more than 6 months. Other barriers include mental health issues or learning difficulty (19%) and criminal record (11%).



Coordinator Organisation:

Street League (www.streetleague.co.uk)



Stakeholders involved:

Programme is delivered in cooperation with local partners.



Duration:

8-12 weeks, as young people have different starting points journeys differ.



Local(s) of implementation:

14 cities in England and Scotland, 38 local communities



Goals:

The Programme aims to move unemployed young people into sustained employment using the power of sport.

- a) Develop knowledge X
- b) Behavioural change X
- c) Skills development X
- d) Change attitude X
- e) other (please specify): Employability, gain work experience



Funding:

Street League is a charity and receives financial support from a number of companies such as Barclays. They also receive funding from the European Social Fund.



Short description:

The Street League is UK's leading sport for employment charity. They offer sport employability courses where young people who are NEET can do sport and learn skills at the same time. There are three courses: Football, dance-fitness and fitness. While having an active life style young people learn interview skills, get support with job applications and receive qualification. Street Leagues aims to support participants to find the determination to get into work while having fun at the same time. The football programme is the most popular with 71% of the total number of participants. Participants become more active and fitter and in the same way their minds become more active. Coaches teach Math and English in an engaging way using football examples.



Methodology used (e.g., training, social work, work-based learning, etc.):



One-to-one with career advice and mentoring, including once the young person has moved into a new job

Support with work skills, life skills and getting you ready for work i.e., CV writing and interview skills

Help with job applications and applying for apprenticeships

Daily sports and fitness activities with trained football and dance coaches

Opportunity for up to 100-hour work experience with one of our great partners, such as Barclays, Jewson, Debenhams, Hilton and Hyundai

Opportunity to receive nationally-recognised qualification



Results / evaluation:

Street League commissioned an external evaluation of the programmes involving interviews and focus groups with staff, participants, employers and partners. The evaluation identified a number of success factors:

Using the power of sport to motivate, engage and build skills

Supporting with personal development

In-work support

Young people are enjoying programme

Assessment of which programme is best suited for a specific young person

Last year Street League has helped 1553 young people into employment, education or training. 982 moved into employment in 23 different industries.



Is this practice/project a work-based approach?

Yes

Programme includes work experience



Is this practice/project a community-based approach? No/Yes If yes: who is involved.

Yes – run in cooperation with local stakeholders

An in-depth description of the programme is included in the UK national report (UK, NR, p. 40ff)

